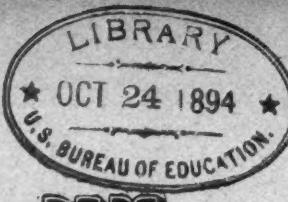


KANSAS EDITION



# AMERICAN JOURNAL OF EDUCATION AND NATIONAL EDUCATOR.

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

XXVII.

ATCHISON, KANSAS, JULY 16, 1894.

No. 7.

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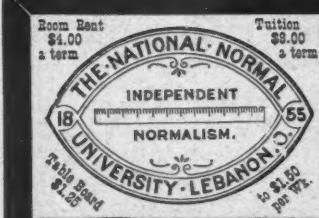
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# AMERICAN JOURNAL OF AND NATIONAL EDUCATION EDUCATOR.

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XXVII.

ATCHISON, KANSAS, JULY 16, 1894.

No. 7.

## KANSAS EDITION



### And National Educator.

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THE following resolution, unanimously adopted by the Missouri State Teachers' Association, shows the high appreciation in which State Supt. Wolfe and his work is held by the teachers of Missouri: "As the present State Supt. of Public Schools will have retired from office before the next session of the State Teachers' Association, we point with pride to the splendid record, self-sacrificing efforts, and the valuable services of that official, the Hon. L. E. Wolfe, and we regard his honesty of purpose, superior administrative ability and progressive policy as marking an educational epoch in the history of Missouri." The Warrensburg *Journal-Democrat* has the following very complimentary notice of his address before the State Association: "The principal address of the evening was by State Supt. L. E. Wolfe. He made a splendid effort, one that entertained the audience and held the closest attention to the end. Prof. Wolfe is a fluent speaker, but his effort last night was probably the best ever heard by the teachers."

### COUNTY GRADUATION.

Sweet is the country, because full of riches,  
The people liberal, valient, active, wealthy,

—Shak.

THERE is a power and a popularity—both well funded in this idea of county graduation

Mr. A. L. Wade, of West Virginia, an old hero in educational work, tried a number of years ago to inaugurate such a movement in West Virginia. They did not hang him as they did "John Brown," but Bro. Wade was about as much in advance of the people educationally as John Brown was in his political ideal, but the movement has been growing and is now a success.

Just why more of our teachers do not take hold of this measure we do not know. Here is what our

friend Mr. J. E. Bittinger, who edits a strong, interesting educational column in the Illinois *Fulton Journal*, says of it:

"The county graduating exercises were pleasing and gratifying. The bright faces, the keen eyes of the seventy young people indicated true manhood and womanhood, the highest types of human perfection. We never know the real power of a thing until it has been tried. The real worth and power of most men is not known until they have succumbed to the last enemy, death. There is power in every individual, but it is not always brought out. In the school, just as this power is exercised by teacher and pupil so the child becomes proportionally a power. We need just such boys and girls as the seventy graduates. We need just such teachers as those who trained them for their final test, but it is hoped that the efforts on the part of the graduate will not stop at the completion of ungraded work.

Enter a high school, graduate! Enter a college or university and graduate with its honors and its added increments of power. Be a man! be a woman! Is there anything grander?"

SUPT. D. A. McMILLAN, of Mexico, Mo., comes back to his first love and accepts the position he filled so creditably for years. He is one of the most genial school men in the State. It is not often one city can turn out two such candidates as Carrington and McMillan for the position of State Superintendent of Public Instruction.

THE opportunity to serve the State and the people, is in and of itself as immeasurable as the demand. We cannot know or state in any superficial way, without the eye of an angel, how many hearts it shall carry strength and power for good. First the blade, then the ear; after that, the full corn in the ear.

AS AN indication of the wisdom of the few, over the many, we notice that so far the present Congress has enacted only eighty-five laws out of 7,453 introduced. There are eight hundred important bills waiting for a hearing, but at the present rate of progress very few of them will ever be considered. Some of them relate to matters of the greatest concern. No other Congress has made such a poor record as this.

THE following officers of the Missouri State Teachers' Association were elected for the ensuing year: President, J. T. Muir, of Moberly; Vice-Presidents—First, J. M. White, of Carthage; Second, T. D. Sharp, of Westport; Third, Maria L. Turner, of Clayton; Fourth, Holloway; Recording Secretary, L. H. Hall, of Montgomery; Railroad Secretary, J. R. Kirk, of Westport; Treasurer, E. D. Luckey, of St. Louis.

WHEN there is so much good timber out of which to make a State Supt. of Public Instruction as we find in Illinois, only the best should be used. Prof. S. M. Inglis, so long a strong, well known, popular educator, is prominently mentioned for the position. Hon. James P. Slade is also mentioned for the position. John W. Heminger, Supt. Schools of Charleston, is fully competent to take the place. He may have to wait a few years, and he may not. Prof. T. C. Clendenen, Supt. Schools of Cairo, could have had the nomination, given to Supt. Raab, if he had chosen to accept it. There are scores of competent men in and about Chicago, but these are busy and wisely let political affairs alone, though we hope they do not let the study of political ethics alone.

**A SUCCESS.**

Doubt not, but success will fashion the event in better shape.—Shak.

**E**VERY teacher should labor to make the Annual County Institute a grand success. It tones up public sentiment, it educates the tax-payer, it unifies effort. You get the best the instructors have to give, the best the leading teachers have to give, the best the lecturers or speakers have to give—the mind is active, alert, receptive. Take paper and pencil along, jot down clearly the good things you hear, and arrange them for use in your school. Hear with this in view, read with this in view, sing with this in view, visit with this in view, chat with your friends with this in view, and so strive in every way possible to make the institute a success. We have been looking over the list of conductors and instructors in several states. Many of them are men and women whose eye has been gifted to discern the best because they lovingly see the on-growing, helpful results. The institutes should be made a lamp-lit pathway to strength, success, power to every teacher.

**NEW TOPICS.**

To apprehend thus  
Draws up a frost from all things we see.  
—Shak.

**W**OULD it not be well to have about three or four good lectures each week delivered before our teachers' institutes? Take for instance the question as to which profession or occupation is the world most indebted, the Ministry, Legal, Medical, Teaching, Agriculture or Manufacturing?

It has been tried in Illinois with great profit and success. Also in Missouri and in Michigan, and several other States.

Responses eloquent, practical and exceedingly interesting, drawing large audiences, were made in Fulton, Ill., as follows:

The Ministry—Rev. F. S. Arnold, Fulton, Ill.

The Legal—Hon. F. D. Ramsey, Morrison, Ill.

The Medical—C. A. Griswold, Fulton, Ill.

The Teaching—W. A. Pratt, Morrison, Ill.

Agriculture—A. N. Abbott, Esq., Ustick, Ill.

Manufacturing—J. H. Breese, Fulton, Ill.

Such a course, you see, covers a good many important interests, and, if rightly handled, will prove to be very instructive. By all

means let us multiply such a series of lectures at our institutes and other educational gatherings.

In Michigan they call them "Councils," and this is the way State Supt. Hon. Henry R. Patten-gill tells about one recently held in Michigan:

"Twas a big one, 'twas a good one, 'twas an enthusiastic one! More than 1,000 people attended the copper country Rally at Houghton, and from the beginning to the end—three hours—scarcely a person left the room, and many stood during the entire evening. When it was time for the crowd to be tired, restless and sleepy it was calling out encores. The music was excellent, the speeches were pointed and pithy, and thus the twentieth "Rally" came on with a hurrah that left a decidedly good taste in the mouth."

We might have just such "big ones" and "good ones" and "enthusiastic ones" all over the West and South, if our county commissioners and county superintendents take hold of the matter with vigor and intelligence. Why not try it on?

**WHAT IS THE SCHOOL?**

Make use of that good wisdom whereof I know you are fraught.—Shak.

**T**HIS inquiry, as to what the common school system in the United States proposes to do for the 15,000,000 children in attendance, was partially answered by Dr. Wm. T. Harris in his address at Richmond. Are all our teachers fully posted on this matter? When they are confronted with the fact that, in addition to the time the children spend in school, there is a direct money outlay of over \$170,000,000 a year on the schools, not including over \$10,000,000 annually spent in its colleges and universities, are they so thoroughly posted as to be able to state clearly and definitely just what the schools propose to do for the children? Dr. Harris said:

"The school is the *auxiliary institution* founded for the purpose of enforcing the education of the four fundamental institutions of civilization. These are the family, civil society (devoted to providing for the wants of food, clothing and shelter), the state, the church. The characteristic of the school is that it deals with the means necessary for the acquirement, preservation and communication of intelligence. The mastery of letters and mathematical symbols; of the technical terms used in geography, and grammar, and the sciences; the conventional meaning of the lines used on maps to indicate water, mountains, towns, latitude, longitude, and the like. The

school devotes itself to instructing the pupils in these dry details of arts that are used to record systematic knowledge. These conventionalities once learned, the youth has acquired the art of intellectual self-help. He can of his own effort open the door and enter the treasure house of literature and science. Whatever his fellowmen have done and recorded he can now learn by sufficient diligence of his own.

"The difference between the part of education acquired within the family and that acquired in the school, is immense, incalculable. The family arts and trades, manners and customs, habits and beliefs have formed a sort of close-fitting spiritual vesture, a garment of the soul always worn and expressive of the native character, not so much of the individual as of his tribe or family or community. He, the individual, had from birth been shaped into these things as by a mould—all his thinking and willing and feeling have been moulded into the form or type of humanity looked upon as the ideal by his parents and acquaintances. This close-fitting garment of habit has given him direction but not self-direction or freedom. He does what he does blindly from the habit of following custom and doing as others do.

"But the school gives a different sort of training—its discipline is for the freedom of the individual. The education of the family is in use and wont, and it *trains* rather than *instructs*. Its result is unconscious habit and ungrounded prejudice or inclination. Its likes and dislikes are not grounded in reason, but are unconscious results of early training. But the school lays all its stress on producing a consciousness of the grounds and reason for things. I should not say *all* its stress, for the school does in fact lay much stress on what is called discipline—on habits of alert and critical, on regularity and punctuality, on self-control and politeness. But the bare mention of these elements of discipline shows that they too are of a higher order than the habits of the family in as much as they all require the exertion of both will and intellect consciously in order to attain them. The discipline of the school forms a sort of conscious superstructure to the unconscious basis of habits which have been acquired in the family.

"School instruction on the other hand is given to the acquirement of techniques; the technique of reading and writing, of mathematics, of grammar, geography, history, literature and science in general.

"One is astonished when he reflects upon it, at first, to see how much is meant by this word *technique*. All products of human reflection are defined and preserved by words used in a technical sense. The words are taken out of their colloquial sense, which is a loose one, except when employed as slang. For slang is a spontaneous effort in popular speech to form technical terms.

"The technical or conventional use of signs and symbols enables us to write

words and to record mathematical calculations; technical use of words enables us to express clearly and definitely the ideas and relations of all science. Outside of technique all is vague hearsay. The fancy pours into the words it hears such meanings as its feelings prompt. Instead of science there is superstition.

"The school deals with technique in this broad sense of the word. The mastery of this technique of reading, writing, arithmetic, geography, and history lifts the pupil on to a plane of freedom and self-help hitherto not known to him. He can now by his own effort master for himself the wisdom of the race."

**EXTRACT.**

[From the Report of Prof. Calvin M. Woodward at the Graduating Exercises of St. Louis Manual Training School.]

**I**N the spring of 1881 Mr. Charles H. Ham went home from a visit to the St. Louis Manual Training School and told the people of Chicago that "the Philosopher's Stone in Education had been found." The profound wisdom of that remark has, I fear, not been fully recognized. Certainly the famous "Committee of Ten" never heard of it, and there is not in their "Report," which is now the foremost topic of discussion in educational circles, the slightest evidence that in their estimation any such philosopher's stone is even needed.

But some words of explanation are necessary. The profoundest thinker among the Greeks was Aristotle. He analyzed the operations of the mind as they had never been analyzed before, and rarely since. His "Logic" is still unsurpassed. Reverence for his authority was natural, but when he set forth a theory of the constitution of matter he became a false guide, and for 1,200 years investigators in the field of science were on the wrong track. It seems quite incredible that the authority of any one man should have so held the world in check.

He held that the primary sources of the elements lay in *four properties* (not substances), viz: *hot, cold, moist, dry*. These four properties combined in pairs in six ways, two of which produced no elements; thus cold and hot produced nothing, being contradictory. The same was true of moist and dry. But cold and dry combined to produce *earth*. Cold and moist combined to produce *liquids* or *water*. Hot and dry combined to form *fire*, and hot and moist combined to produce *steam*, *vapor* or a form of *air*. The four elements were then *earth, water, fire and air*.

Air included all gases; water, all liquids; earth, all solids, as minerals, coals, ores, woods, etc., the particular variety being caused by a particular proportion used in the combination of *cold* and *dry*. It was found that by the use of heat and moisture and substances of other proportions, new proportions could be obtained. Hence grew the belief, of which no one had any doubt for over a thousand years, that a substance was possible having *cold* and *dry* in such a proportion that when heated and mixed intimately with *lead*, for instance, the product would be pure gold. This possible mineral or royal substance was known as the *philosopher's stone*. Find but that, and one could transmute dross to precious metal. The philosopher's stone was to confer the Midas touch, which turned everything into gold. Such was the "philosopher's stone."

With the dawn of chemistry it ceased to be an object of interest, and it exists to-day only as a memory and as a brilliant figure of speech. Mr. Ham used it to express the thought that at last we had found the educational feature which, when it is incorporated with the ordinary literary and scientific training of a child, produces that generous culture and vigorous development which bears to a narrow training, a one-sided, weak schooling, the relation that gold bears to dross. Perhaps some of you agree with Mr. Ham. You fathers and mothers have entrusted to our keeping for three years your best beloved that we might mix manual training with their literature, and mathematics, and science, and history. I will not ask you if the result is pure gold, for it takes time for the mixture to work. This mixture has the element of *life*, and like a plant it must expand and grow and bear fruit, it may chance of grain, and it may yield a hundred fold. As the tree is known by its fruit, so the wisdom of this training, in which in proportion just and true the elements of *mental*, *moral* and *manual* culture have been combined, is to be made manifest in the coming years. In place of the three *R*'s, we put the three *M*'s which I just used, or the three *H*'s, Head, Heart and Hand, as typifying the breath of a culture which marks an era in education.

I said the "Committee of Ten" had never heard of this "Philosopher's Stone in Education," and I said it because in their report upon

the curriculum of secondary schools in which they considered the interest of those who go to college, of those who go to schools of engineering and to other professional schools, and of those who go to schools no more, they found no place for manual training. In their mixing they left out the Philosopher's Stone.

It is not my purpose to discuss that report here. I may discuss it at some other time and place. It is a live subject before every State Association of Educators, and in the National Association this year. I have mentioned the matter here that you may not be under the mistaken idea that in all cities and in all communities manual training has the firm support that it has here in St. Louis, the home of its birth. The leaven is everywhere and it is working, but it is impossible for us to regard the process as complete while representative educators from ten different States succeed in ignoring it.

#### AN EDUCATIONAL CONFERENCE.

**A**N important Educational Conference will be held in Philadelphia during the month of July as a part of the University Extension Summer Meeting, under the auspices of the American Society. The programme that has so far been arranged shows that the meeting will be of interest not only to public and private school teachers of all grades, to college and university professors, but also to men and women who, although not engaged in strictly educational work, are interested in the educational progress and development of the United States. A number of eminent specialists will be invited to conduct round-table conferences upon subjects to which they have given special attention.

The leading feature of the meeting, however, will be a full discussion and presentation of the Herbartian School of Educational Thinkers, a school which has done more to stir and excite thought on educational matters than any other equal number of men at present at work in the field of education. It is well known that a great deal of intellectual effort along educational lines in Germany to-day is due to the work of the followers of Herbart, and in this country the most helpful educational work being done at present, is by the men representing the same educational tendency.

The course of study in Herbart will include an exposition of his theories, and a complete discussion of our American educational system from the primary school to the high school, in the light of Herbartian theory and practice. The question of how to enrich and render more efficient the work of instruction in primary, intermediate and grammar school grades will receive a special attention, and it is not too much to say that attendance at this conference will form an era in the life of every teacher who is so fortunate as to be present. The possibility of arranging this excellent course and bringing it within the reach of the teachers of the country at the very moderate price which will be charged for it, is due to the liberality of the Public Education Association, of Philadelphia, which has made a considerable contribution toward the expense of the undertaking. Teachers who are really in earnest about the means of improving and benefitting their work should not miss this rare opportunity.

The systematic work in Herbart will be given under the direction of Dr. Frank McMurry, Professor of Pedagogy in the University of Illinois. Full details of the proposed course can be obtained by addressing the University Extension Office, 111 South Fifteenth Street, Philadelphia.

#### WHAT DO YOU THINK OF IT?

**E.** P. POWELL pleads in the *Globe Democrat* justly for a completion of a general educational system, the system planned by Washington and Jefferson. They early saw that education should be collateral with legislation; the ability to self-govern should be secured equally with the right of self government. To this end a scheme was proposed to have all the schools of each state culminate in state universities, and all state universities culminate in a national university. I am inclined to think we should give the central government power not only to create the great central university, but to set it in such relation to state universities as to make the plan and work accomplished a unit. This can be done without trespass on local liberty. If any one wishes for home schools or private schools, he should have entire liberty. No state or nation should dare to trespass on individual mental liberty. Still, is it not clear that, be-

side the requirement that all children be schooled, it is right, just and equitable to require that every one in some degree be educated for the public or common advantage? The commonweal justly requires (1) that every child have an American education in language, in civics, in history; (2) a moral education in virtue, in justice, in altruism; (3) a physical education to prevent disease, degeneracy and national enfeeblement. That is, to some extent, the state may justly exercise a power over education beyond that which it now exercises.

#### AN ORDER.

A most contagious treason come to light.—*Shak.*

**D**ID you notice it? A statement of the *Century* for June on page 153, under the "Topics of the Times" discussion. Possibly it had better be read separately so that its full import may be gathered.

We print the following in the connection in which it is used in *The Century Magazine*:

"In regard to the antagonism of labor unions to American institutions, witness the action of the brewers, in session, recently, in which they unceremoniously determined and promulgated *an order* that no member of the brewers' union should become a member of the militia of any State, and that those now enlisted in the military service should *leave it* forthwith. This decision was followed by the coopers' union shortly afterward.

"If this policy is pursued by the other labor unions, I presume it will be but a short time before a demand will be made for the abolition of all State military forces. Of course this action amounts to *rebellion*, and if it were to be followed in practice, the question of whether the *State* or the trade union was the supreme power, would have to be met and answered."

IN closing his letter, Mr. McMurphy makes the point, which is worthy of thoughtful consideration:

"The fact that so large a percentage of the trade unions' membership is of foreign birth, is to be attributed to the blind selfishness of the American employer, who prefers the partly skilled workman of foreign birth, at a cheap price, to the skilled American at a fair price; and would rather get along with the poor foreign article, than offer any inducement or chance, even, for the American youth to perfect himself in his trade."

RUSKIN says: "The art of nations is cumulative, just as science and history are; the work of living men not superseding, but building itself on the work of the past."

MR. W. H. BISHOP, in *The Century Magazine* for June, pricks and explodes the bubble blown to such enormous dimensions by *The Nation* of the "Abandoned Farms of New England." This is done with so much wit and wisdom that the flavor of it reaches as wide as the space between the two oceans.

This "search" has been a long continued one with such details as a born observer of men and things could only see in this section. Few could see as much or see as truthfully as Mr. Bishop sees, or tell it so that the essence and aroma should survive the cold print, and the time, and the distance, and make a picture so vivid as to shine clear and full and light up the whole house in homes west of the Mississippi River. We get it all without the dust or expense of the trip made by Mr. Bishop "to the home of him whom we call the father of the abandoned farm in a remote spot five or six miles from Center Harbor" in New Hampshire. The strength, time and pity wasted on the people in these "abandoned farm districts" in New England, as shown by Mr. Bishop, had all better be husbanded and used in planting corn and potatoes at home.

BROADER scholarship, higher professional skill, deeper consecration is the result of all well conducted teachers' institutes says the *Mississippi Journal of Education*. The teachers seem to be fully awake to these facts not only in Mississippi, but in other states also.

The Summer Normals of last year in Mississippi gave a new impetus to public education in the State. The large attendance and successful work done induced the Legislature to appropriate \$1,500 and Dr. Curry to donate \$3,000 for the support of Summer Normals this year.

NINE Peabody State Institutes this year in Mississippi.

THE present House of Representatives, in Washington, D. C., is divided as follows: 218 Democrats, 124 Republicans and 12 Populists. There are still two vacancies, one caused by the appointment of Mr. Blanchard as Senator from Louisiana, and the other by the death of Mr. Houk, of Ohio. What do the people get who earn the money expended by Congress?

*The National Economist*, in speaking of Senator Brice, says: "It is

well known that this latest election to the Senate cost him \$600,000—fifty times as much as his salary for the entire term will amount to. People who know Mr. Brice say that he never did anything from philanthropic motives, and that he is not now in the Senate for his health.

MISS SUSAN E. BLOW, who with the aid of Dr. Wm. T. Harris introduced the Kindergarten into our schools in St. Louis, is adding to her laurels as an author and teacher by her admirable writing on kindergarten methods. Her last work on "Symbolic Education" is one of the very best that has appeared in Appleton's International Educational Series. The title of her last work is apt to be misleading until we have looked between the covers. It aims at a systematic interpretation of child motives and gives wondrous insight into the child life underlying all. Miss Blow wisely warns against the merely mechanical use of the "gifts" which are but a means to an end, and nothing in themselves.

THE name of Prof. J. U. White, superintendent of schools of Jefferson City, is being favorably mentioned as a candidate for the office of State Superintendent of Public Schools on the Republican ticket by a large number of our exchanges in Missouri. But the people of Jefferson City have a prior claim on Supt. White. At the commencement exercises of the Jefferson City public schools held in the hall of the house of representatives people began to assemble at half past six and by seven o'clock the hall was so densely packed that standing room was at a premium. Prof. White was re-elected superintendent and nearly all the old corps of teachers were also re-elected. The length of the school term was increased to ten months.

KEEP work at the institute fresh, genial, hopeful. Give a word of cordial welcome to the younger teachers who are timid. Have some rousing, patriotic home songs, sung especially at the evening meetings. Have ushers appointed to seat all who may come pleasantly and promptly as long as there is room. Close early and quickly when you get through. Do the business part at some other time and place than at the evening meetings.

#### MAJOR MERWIN AT CAIRO.

THE daily *Cairo Bulletin*, in speaking of the eloquent address delivered by Major J. B. Merwin, of St. Louis, on the occasion of the Eighteenth Annual Commencement of the High School in that city, which was held in the elegant opera house, packed to its utmost capacity, said:

"The scene was one of unusual beauty and splendor, and was well calculated to inspire in the hearts of all present a deeper realization of the value and necessity of the common school system and a truer love for the institution whose annual output of young minds was so charmingly arrayed.

"The evening's exercises were of reasonable length and throughout were so interesting that the large audience displayed no signs of restlessness, notwithstanding the extreme warmth.

"Superintendent T. C. Clendenen in a very neat speech told of the fame and work of Major J. B. Merwin, of St. Louis, for twenty-five years editor of the AMERICAN JOURNAL OF EDUCATION, and introduced that gentleman as the orator of the evening.

"Major Merwin is an elderly gentleman of striking appearance, and a *Bulletin* reporter who was accorded an interview with him yesterday afternoon at The Halliday found him to be both entertaining and profound. For many years he has been engaged in upbuilding the common school system of this country and has made his influence felt in many States. Last evening he took for his subject, 'The New Era in Education.' His address was masterly, logical and eloquent, and during the forty minutes he spoke he held the audience within his grasp, and the attention was close, intelligent and undivided to the last. Frequently he turned to address the large class of graduates on his right, to impress upon their minds some salient truth, and inspire them with the nobility of their positions and the responsibility of the life upon which they are just entering. In closing he paid a just tribute to Superintendent Clendenen, who, as he said, out of 22,000 teachers of Illinois, had been chosen as their leader by his election as president of the State Teachers' Association—a distinguished honor, not only to himself but the city of Cairo.

"Major Merwin selected as a basis for his talk 'The Common School System' of the United States, and it is doubtful if a more correct, logical and concise statement of its value and necessity can be found in the English language than that presented in his first score of sentences. It is worthy to be inscribed upon the walls of every school house in the nation.

"The Board of Education and the Class of '94 may well be congratulated upon their good fortune in securing the presence of Major Merwin. No other

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educator could more fittingly have filled the place of honor last night."

The publishers of this journal take the liberty of inserting this well deserved compliment without consulting the "editor."

#### Literary Notes.

AMONG the topics discussed in the *American Journal of Politics* are "Economic Co-operation," by Stoughton Cooley; "Defense of the 'Godless Schools of the State,'" by W. W. Quartermass; "Plums in Politics," by Henry E. Foster; "The Schools of New York City," by the author of "Preston Papers," and "Are the New United States Bonds Voidable?" by A. C. Houston. The *Journal* is now \$3.00 a year, 25 cents a copy. Andrew J. Palm & Company, 114 Nassau street, New York City.

MRS. FRANCES HODGSON BURNETT, with her wonderful power of depicting child life and her sympathy with it in suffering as well as in pleasure, has written for the last *Scribner's Magazine* "The Story of a Beautiful Thing," in which she tells of the rise and growth of a touching London charity, officially known as "The Invalid Children's Aid Association," which is devoted to making life pleasanter for those little incurables who have been given up by the hospitals as hopeless and returned to their miserable homes. During her London residence, Mrs. Burnett took a great interest in this work, and tells with great pathos many of the incidents which came under her immediate notice. The article is very effectively illustrated by John Gulich, an English artist, who is familiar with the scenes he depicts.

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## THE CLASS INTERVAL.

[Read before the State Teachers' Association of Missouri at Perte Springs, June 20, 1894, by Prof. N. A. Harvey, of Kansas City.]

**O**RDER is heaven's first law. System and method are its executors. But system and method and order are not entities in themselves, nor emanations from the universal good, but only means for securing certain desirable results. If they fail to secure the results desired or, like the arch of indefinite length, they break down by their own weight, a little less order and a little less system may be the thing most needed.

Nowhere is order and system more necessary than in our public school work. Nowhere is it more likely to degenerate into a devouring monster which swallows up the good that constitutes its natural offspring.

Where one teacher watches over and instructs 40 or 50 children, classes are necessary and can never be discarded. This fact gives rise to certain practical problems of school management which must be solved in some way by every principal and teacher. There is no escape. Time will not wait, nor will nature generously come to our aid. Classes are not natural, but wholly artificial, brought into existence by the teacher in consequence of the necessities of the case.

Let me invite your attention for a few minutes to a practical problem, which is one of the most important and yet one of the least considered. It is this. How far apart shall classes be? What interval shall exist between one class and the next one above or below it?

Let us understand the conditions of the problem. It is called into existence, not at all by the fact of a graded school, but by the fact of the existence of school classes, combined with the fact 1st, that pupils of unequal abilities are necessarily grouped into the same classes; 2d, that some pupils do not attend school regularly on account of sickness, home duties, or numerous other causes. These various causes affect, in the most favorable circumstances, at least 25 per cent. of the pupils, and in less propitious circumstances a much larger number. It is doubtful if any school in this country, with an 8 year's course, will show 50 per cent. of its pupils completing its course in just 8 years.

Besides those who are compelled to drop back from the various causes, there is another class of

pupils, the extra bright ones, who are able to do much more work than the average pupil, who "drop forward," or ought to do so. And this gives additional weight to the problem of the class interval.

There is no such thing in nature as a class outside of the individuals which compose it. The school class must always consider the exceptional pupil, both the dull one and the extra bright one.

Were it not for the exceptional pupil, exceptional either naturally or circumstantially, there would be no class interval problem. What difference would it make to a class of children who, year after year, pursued the same studies with equal success and benefit, how far ahead or behind was the class next to them? What difference does it make to a company of travelers, wholly independent of any other company, how far away from them any other company may be? But if between these companies there must be a constant interchange of individuals, those individuals who are interchanged may justly feel that the interval separating the companies is of considerable importance.

The problem then is this: When pupils are compelled to drop out of a class in consequence of inability to keep up, either on account of absence or dullness, what distance are they compelled to fall back in order to find a class prepared to receive them? Similarly when a pupil displays ability to go faster than his class, how far ahead will he be compelled to reach in order to find a class more nearly equal to his ability?

Before we attack this problem let us throw upon it the side lights of two postulates, neither of which I think can be seriously questioned: First, the good of the pupil is the only reason for the existence of the school. I mean the good of the individual pupil, not the good of the class, nor the good of the school, nor the convenience of the teacher. I would emphasize just here the importance of the *individual*. The teacher who instructs a class as a whole instead of the individuals of that class can never attain the highest success. The teacher who undertakes to discipline a school instead of the individual offenders will be a failure. Second, The purpose of the school is intellectual discipline, mental growth. I presume no statement will be received with greater theoretical assent nor greater practical dissent. We glily

recite to the examiner who tries to ascertain our qualifications for teaching, that the purpose of education is intellectual training, and immediately turn to our children and continue the practice of cramming their heads full of facts, totally forgetful of the mental discipline or blindly trusting that in some way the growth will come. This I think is especially true of young teachers, and also of those whose pedagogical growth has stopped, or which never began.

In the light of these postulates let us consider the prevailing systems of class interval in the various schools of the country. First, the most common interval is that of a full year between classes. This is especially true of the smaller graded schools where four, five or eight teachers instruct all the grades. From one point of view this is admirable. It is convenient for the teacher. It looks well on paper. It shows well in the annual report. It is so methodical, so systematical, so exact. Eight years, eight grades, eight classes. But how does it agree with our first postulate? When a pupil is absent at a critical time, a few weeks, being unable to go on in his class with profit, he is compelled to go back into a class of the grade whose work he had the year before. In common terms he has lost a year. While this may not be strictly true, it is true according to the catalogue.

On the other hand, when a pupil is able to go faster than his class, he is compelled to reach forward over an interval of a full year's work to another class. I am sure that few teachers or principals would recommend a child for promotion out of the regular order when the interval is so great.

Such a system is too inflexible to do even approximate justice to irregular pupils. Cast iron is an admirable material. It has innumerable uses, but its injection into a system of schools is not in any degree commendable. I shall not use the term Procrustean, for I think that Procrustes has of late been rather overworked and it is time to give him a rest.

Besides the positive injury done to irregular pupils by the yearly interval between classes, it is likely to result in a very unequal distribution of numbers. It is likely to result in a division of 75 pupils to a teacher of the first grade and 25 to a teacher of the sixth.

This plan of a yearly interval between classes might work fairly

well for the average child if all average children could be induced to have their birthday anniversaries occur between June and September. But since birthdays will perversely recur at all seasons of the year, and parents desire to start their children into school as soon as they reach the legal school going age, yearly intervals between classes are scarcely consistent with the highest welfare even of those children whose abilities are average and whose attendance is perfectly regular. In order to obviate the difficulties hereinbefore mentioned, many schools, especially those whose year is 8 months or shorter, divide the year into two terms, allowing for a readjustment of classes twice a year, thus making the class interval only half a year. Others divide the year into three terms. This is the natural division for those schools whose year is 9 months long. Still others allow for a readjustment of classes four times a year.

As the number of readjustments provided for increase the objections raised to the long interval between classes correspondingly diminish, but I am confident that in nearly all cases the interval between classes is too long. Our village schools and many of our city schools suffer terribly from this cause. When I say the schools suffer, I mean that the irregular and unusual pupils suffer by the blight thrown over their budding mentality; by minds cramped within the narrow limits set for the class below them; by efforts confined to the same narrow bounds. Those bright geniuses that are found in every school must clip their pinions to the dead level of mediocrity, instead of soaring aloft on wings as of eagles. [Freedom that heritage of man, is denied to them.]

These objections will never wholly disappear so long as there is any rigid and fixed interval which separates one class from another. A different plan is said to be pursued in some schools of this country, notably Chicago, St. Louis and Kansas City. In these schools a new class is formed whenever a need for it arises. There is no fixed interval between classes to which pupils must conform, but classes are adjusted to suit the needs of pupils.

Here again extremes meet, for this is the plan pursued in the ungraded country schools. I am not at all sure that the grading of country schools and the establish-

ing of a definite and rigid class interval does not contain a large admixture of evil.

I have no hesitation in giving this plan my unqualified approval. It is the natural plan, the ideal plan, the plan to which all schools must resort when the artificial devices of school superintendents are set at defiance by the exigencies of the case. The excellence of the school systems in those cities which have adopted a flexible class interval consists in the fact that they recognize the necessity, instead of regarding it as an evil which must be overcome.

A flexible class interval looks first to the good of the child. All other plans look to the convenience of the teacher or the upholding of the system. This plan adapts the class to the needs of the children. Other plans look to keeping the children's mentality in certain definite ranks and rows.

There is only one true basis for classifying pupils, and that is *present mental ability*. Nearly all schools classify according to previous acquirement. What books has he read? What pages studied? How long has he been in this grade? These are the questions asked in determining the location of a pupil.

Previous acquirement may, in a few cases, modify the benefit a pupil obtains from working in a particular class. In some parts of arithmetic a knowledge of preceding processes may be necessary to a comprehension of the following. But to make it a real basis for classification, is to mistake a subordinate for a principal. Why, then, do we so diligently inquire what the past experience of a child has been?

The real reason is this: We proceed upon the supposition that so many pages of text book mastered, corresponds to so much mental growth. So many weeks in school indicates a certain mental stature. Particular books studied indicate greater ability than other books studied.

Then, too, parents and children are familiar with promotions and classifications based upon the completion of a certain number of pages in a creditable manner. Ever since the time when the Israelites clamored for a visible god, and Aaron made the golden calf, the children of men have been seeking for an outward and visible sign of an inward change, or progress. Therefore, we hedge our-

selves about with an array of percents, and columns of figures, and let these mechanical devices stand in the place of our real judgment concerning the abilities of children.

Mental growth does not correspond with weeks in school nor pages read. It does not lend itself to an outward sign, but betrays itself to the watchful teacher in a thousand ways, invisible to the untrained eye. A teacher's judgment is not infallible, nor does the teacher have the unlimited confidence of parents and pupils. But there is no substitute for it, no other way in which justice can be done even approximately to the irregular pupils.

This leads us inevitably to the one general solution for all these practical problems in school work. They can never be solved without the aid of men and women of the highest character for teachers. It is not to be sought for in better superintendents nor principals, nor courses of study, nor in better systems of grading and classifying pupils, but in better teachers, untrammeled by any inflexible system or method, free to do what is best to be done. Especially is this true of the problem under consideration, and it is equally true of any other school problem whose solution depends upon the application of true principles, harmonious with nature.

Ladies and gentlemen, although nothing new has been said, I believe the true principles which regulate the interval between classes has been pointed out. Through all the confusion and doubt as to what methods shall be adopted, a recognition of the principles which underlie all judicious methods, will be to us as the pillar and cloud under whose guidance our forefathers came out of the land of Egypt and the house of bondage.

I sympathize most heartily with that feeling of fear that children denied of promotion are robbed of their right. For grades and classes and the various paraphernalia of the class room, are but steps in the pathway of human development. It is but a part of the ladder, like that seen in the patriarch's vision, with its foot on the earth, its top in the heavens, on which, if unfettered, the soul mounts joyfully up to the stars. To lighten its burdens, to assist it in rising, this is the object to which all grading and classifying, and systematizing should be subordinated, and the good of the child must dominate all.

#### THE CONVENTION.

THE Thirteenth International Convention of the Young People's Society of Christian Endeavor will be held at Cleveland, O., July 11 to 15, inclusive. The convention is to be held in the Convention Hall, seating ten thousand, and an immense tent which will be erected a few blocks away and on the same street and will seat ten thousand more. Eleven large churches have been secured for overflow meetings. The meetings will be held simultaneously, and the programs will be equally interesting. The open meetings will be held in eleven of the largest churches of the city.

The Toledo, St. Louis & Kansas City R. R., which is known as the "Clover Leaf," and which is considered the favorite line between the East and the West, has been selected by the Christian Endeavor Committee. The train leaving St. Louis at 6:45 p. m., July 10, will cross the "Father of Waters," then wend its way through the fertile prairies of Illinois and Indiana to Toledo, Ohio, where it will arrive in time for breakfast at the Jefferson House.

This train will be for the exclusive use of Christian Endeavorers and their friends, and everything will be done to make it a pleasant and enjoyable excursion. In order to relieve the delegates as much as possible of any care or anxiety upon the trip, the Excursion Committee of the Christian Endeavor Union has arranged a special coupon round-trip ticket which will be sold from St. Louis for the sum of \$19.75. This will include the round-trip railroad fare, half of a double sleeping-car berth and meals going, all day trip on Lake Erie with stop over at Put In Bay, five days' accommodations in private houses in Cleveland, badges, and all other needful expenses. Those desiring to stop at the Hollenden Hotel, the finest in Cleveland, will add \$9.00 to the above amount.

The company of happy Endeavorers will leave Toledo at 9 a. m., July 11, on the magnificent steamer City of Toledo for Put In Bay Island, which is situated in the midst of the famous group of islands in Lake Erie. It is sixty miles west from Cleveland, sixty miles east from Detroit, forty miles northeast from Toledo. At Put In Bay we will take dinner at the Beebe House, the finest hotel on the island, and reach Cleveland that evening.

Yes, sing often at the institutes, keep full of good cheer, have a generous, whole-souled, cordial word for friends, and more than this for the young, and the timid and tender ones. They will do more and better work for it and so will you. Determine to make "The Institute" a cordial, generous success this year in the way of cultivating an interest among the patrons and taxpayers as well as the children.

So should we live that every hour  
May die as dies the natural flower,  
A self-reviving thing of power.

#### THE ART OF THINKING.

THE object of the teacher is to teach to think. The pupil thinks enough, but he thinks loosely, incoherently, indefinitely and vaguely. He expends power enough on his mental work, but it is poorly applied. The teacher points out to him these indefinite or incoherent results, and demands logical statements of him. Here is the positive advantage the teacher is to the pupil

Let us suppose two pupils are studying the same lesson in geography or grammar or history. One reads to get the facts; he fastens his eye on the page and his mind to the subject before him; he makes the book a study and acquires information from it; his object is to acquire knowledge. He attains his end. The other also studies the book, but while reading he is obtaining lessons in thinking. He does not merely commit to memory; he stops to see if the argument is sound; he analyzes it to see if the conclusion is warranted by the premises.

The one who thinks as he reads is quite different it will be seen from him who simply learns as he reads. To read and think or to think as one reads is the end to seek. To teach to think is then the end of the art of the teacher. The reader for facts gets facts; he comes to the recitation seat and reels off those facts. His mind, like Edison's phonograph, gives back just what it received. While this power is valuable, it is not the power the world wants.

The teacher will find his pupils come to the recitation to transmit the facts they have gained. He must put them in quite another frame of mind. Instead of recitations they must be made into thinkers. The value of the teacher is measured by his power to teach the art of thinking.—*Exchange.*

## EDUCATIONAL OPINION.

*Doctor Klemm:* I remind you of this other fact, that the too prevalent worship of the self made man in this country, deplorable though it be, tempts the boy to despise, as his father possibly may, systematic higher education, and to try to carve out his own future without it. In ninety-nine cases out of a hundred such a boy fails and speedily sinks to the bottom; never reaches the fame of the great self-made man who was his ideal, and is finally found on a level with men of whom thirteen do not even make a dozen. But the fact remains that it is a great temptation. College-bred men are too often quoted below par in this country. The river cannot rise higher than its source. Why should the boy think higher education necessary, or even desirable, when at the fireside, in the press, from the pulpit or lecture rostrum, on the stump, at the bar—in fact, everywhere—the fame of the self-made man is proclaimed?

*Supt. Howland:* There is little, if any, virtue in a recitation that exhibits nothing but memory. The memory occupies an important place in education, but is liable to be wasted on paltry passages. The recitation must be more than a mere test of the pupil's memory; it must lead him to comprehend, to think, to express his own views. A pupil may be all wrong in his conclusions, and yet show a power of investigation and reasoning which entitles him to high rank as a student. Teachers, old and new, have sometimes made it unsafe for a pupil to hazard an opinion, silencing him with the quotation of Doctor so and so, or some other eminent dullard. Whether the pupils agree with the author or not seems of small importance. Genuine thought is of more importance than a mere compilation of facts.

*Melbourne:* It has been claimed that young teachers are more desirable than older ones. They are said to be less "set in their ways" than those who have taught for any length of time, and a certain master prefers them because he "likes to form his teachers." If there is to be a premium on youth among women teachers, why should not the same requirement be made among the men? And does not the fact that a master wishes to "form a teacher" according to his ideas indicate some setness in his own

mind? When one thinks he has discovered the only correct way of imparting knowledge, and is not a student in one's profession, with a receptive ear for all better methods and ideas, one has ceased to be useful, whether man or woman, old or young. In all other occupations experience is better paid than inexperience, and it would seem to be a prejudiced mind which would deny that the woman who regards the school-room as the scene of her life work, and who makes her labors there the object of her constant study, is of more value to the city or town which employs her than one who looks upon the business as a temporary one.

*Professor W. N. Hull:* Drawing is a universal language. Pupils of foreign birth in our public schools are as easily led out and instructed through this instrumentality as native English-speaking pupils. [It ought to be taught in all our schools. May the time soon come when it will be.—Ed.]

*A. W. Rankin:* It is impossible to educate without system. When numbers are concerned we must have something of military drill, or confusion results. Since we have to do with immature minds we must not cramp and repress, or deformity follows. If we make the drill noticeable, our schools become mere dress parades. How to classify and not reduce to a level, how to control and yet leave independent, how to associate and not destroy individuality, how to temper the wind to a shorn lamb and still give a bracing atmosphere for the strong, how to make an army keep step and not march in equal line,—these are among the difficulties of grading.

*Rev. Dr. Parkhurst:* Public schools ought to teach children to love their country. This obligation is particularly urgent at such a time as this, when there are so many coming among us whose prime interest in this country is a good deal like the interest with which a burglar regards the bank he is trying to crack, or that a lawyer feels in the estate that he is attempting to settle. One of the most solemn questions an American can put to himself is, whether we have sufficient national vitality to assimilate, to Americanize, all the adventitious material that is now being thrown into the national mass. If ever a nation was in

danger of dying of dyspepsia, ours is.

*Bishop W. C. Doane:* Enthusiasm is the element of success in everything. It is the light that leads, and the strength that lifts men on and up in the great struggle of scientific pursuits and of professional labor. It robs endurance of difficulty, and makes a pleasure of duty.

*J. W. Stearns:* "It is a mistake to assume that waste in education consists in always doing that which is useless, or employing more time in securing results than is actually necessary. The doing of that which is less useful in place of that which is more useful is the more common and most dangerous sort. The making of a perfect programme is the choosing out of the many things which might be done the few which it is most profitable to do. Waste, then, may be defined as the failure to turn the time and efforts of the pupils to the best possible account."

*Herder:* The formation of the manner of thought, of character and moral habits is the only education worthy the name; not instruction, not precept.

*Sailer:* Make no sudden bound in leading the cognition from the perceptive to the intellectual, and from the intellectual to the rational view. Do not violate nature for she matures but slowly. Let the young mind progress slowly from the vividness to the clearness, and from the clearness to the universality of the cognition. Do not anticipate or force the noon at dawn.

*Neimeyer:* Anticipation and haste are as a rule more injurious than the seemingly slow advance and the constant review in the elements. It is the main cause of the inaccuracy and shallowness of knowledge of many who consider themselves as educated. Teaching little at a time, requiring but little from the pupil, but being very particular about that little and making it the indelible property of the mind, and in historical matter of the memory—this is the only way in which a good foundation can be laid.

Much evil would never enter the minds nor the desires of the children were not their attention attracted to it by the prohibition. The command to do right excites

transgression in a much smaller degree than the forbidding of the wrong. The announcement of stated punishments for certain transgressions is, at least so far as general moral defects are concerned, never advisable, for these—such as disobedience, obstinacy, carelessness or quarrelsome ness, assume altogether too many different forms in different individuals and at different times, and therefore cannot have the same morality attached to them.

"Order," says James L. Hughes, "is positive, not negative. It is a conscious working of definite aims in productive activity. We should try to secure the order of life, not of death; the order of joyous effort, not of listless dullness." Hughes has never written anything stronger than this, and he has written much of value to the educational world. The busy hum of industrious activity is not disorder, although we fear many teachers mistake it as such. We have seen pupils so absorbed in the pursuit of their studies as to violate *unconsciously* some room rule, as to whispering, moving, etc. We have occasionally heard such sharply reproved for their "disorderly conduct," when in reality they were not cognizant of having done anything meriting the rebuke. Teachers should be careful in this matter.

*Educational Journal of Virginia:* While there are few, comparatively, who will practice a downright falsehood, there are more who are guilty of concealing the truth. While they do not hesitate to tell the exact truth if questioned concerning the preparation of a lesson, yet they will take the credit of a good recitation, even though they know it has been imperfectly and but partially learned. They obey the letter of truth, but disregard it in its spirit and intention. That teacher who pretends to more knowledge and learning than he possesses is teaching his pupils to practice deception. If he can not satisfactorily answer all the questions that he may be called upon to answer, he should not hesitate to say so. "The best apology for ignorance is the acknowledgment of it, and the highest practical lesson of truthfulness is the candid confession of it."

*Pres. John W. Cook:* The evil in the schools is that boys are taught more to value the talent of acquiring money than the prin-

ciples of honesty. There is a great deal of dishonesty abroad. Political positions are bought and sold openly. There is a great deal of dishonesty in mercantile affairs, and the sad spectacle of men fleeing across our northern border to join the American colony in Canada is too frequent. The school is utterly failing to discharge its duty to society. Statistics show that crime is on the increase. The records of criminals show that these criminals have had an early school training. The religious bodies make the charge that the schools have only cultivated the intellectual faculties, and that they turn into the world men and women who are unfitted for the battle of the world. They make the charge that the school is guilty of implanting in the mind of the boy the idea that money-getting ought to be the grand aim of man. This teaching only makes the pupil eager for a social ambition, and prompts him to acquire money even at the risk of dishonesty.

I deny these charges. I deny that the school is at fault for all this dishonesty. The school should not be made the scapegoat of all the sins that are made in after years by its pupils. The evil literature, the cheap theater, the saloon, the home that is no home—these are the factors that make sinful people.

What influence has the school-master over a pupil after school hours? How can the school-master follow the child in its travels after it has left school? I have no remedy to offer, nor have I any desire to take off any blame from the teacher where blame should be given. It is the highest aim of the teacher to inculcate ideas of honesty in the school, and every teacher should learn that this is his highest aim. But I fear that in our rules given to us there is very little laid down about this. There is some catechism about morals and manners, but the teacher more generally contents himself with teaching the pupils the great canons of etiquette. Moral habits are the outcome of every well-ordered school. Ordinary school management becomes a fine art. Does the ordinary school teacher know the relation of the child to the school? I say not, for the less said about the average teacher the better. The school-teacher is like his compensation—cheap. They shut out the good teacher. They shut out the trained man, because his tenure of office is insecure, and

his compensation is cheap. A growing recognition of the child that he is under the law can only train the child to the observance of those other laws which he will in later years have to face.

#### FOOT LIGHTS TO UNITED STATES HISTORY.

MANY historical facts may be more interesting and instructive by bringing before the class aids in the form of Literature, especially poetry. Selections of poetry, based upon some historic event, awaken the sympathies, strengthen the imagination and frequently direct the reading of pupils, though unconsciously. A reference to an author; a brief description of a book; a short poem or a short biographical sketch will often awaken an interest which will lead to a beneficial course of reading. Following is a list of selections which will serve as "foot-lights" to our history:

##### I. PERIOD OF DISCOVERY.

1. Columbus,—Lowell.
2. Skeleton in Armor,—Longfellow.
3. Mound Builders,—Bryant.
4. Sir Humphrey Gilbert,—Longfellow.
5. Bridal of Pennacoock,—Whittier.

##### II. PERIOD OF COLONIZATION.

1. Landing of Pilgrims,—Mrs. Hemans.
2. Roger Williams,—Mrs. Whitman.
3. Evangeline,—Longfellow.
4. The Twenty-Second of December,—Bryant.
5. Norseman,—Whittier.
6. Courtship of Miles Standish,—Longfellow.

##### III. PERIOD OF REVOLUTIONARY WAR.

1. Paul Revere's Ride,—Longfellow.
2. Pulaski's Banner,—Longfellow.
3. Launching of the Ship,—Longfellow.
4. Battle of Lexington,—Holmes.
5. Old Ironsides,—Holmes.
6. Warren's Address,—Pierpoint.
7. Song of Marion's Men,—Bryant.
8. Battle of Bennington,—Bryant.
9. Independence Bell,—Bryant.
10. Yorktown,—Whittier.
11. Pennsylvania Pilgrims,—Whittier.

##### IV. PERIOD OF CONSTITUTION.

1. Our Country's Call,—Bryant.
2. Angels of Buena Vista,—Whittier.
3. Kentucky Bell,—Whittier.
4. Sheridan's Ride,—T. B. Read.
5. Barbara Frietchie,—Whittier.
6. Custer's Last Charge,—Whittier.
7. Westward Ho!—Kingsley.

To the list might be added many prose selections, as Lincoln's address at the "Dedication of Gettysburg," and Orations of Webster, Clay, Patrick Henry and many other speeches—*Educational News*.

#### ANOTHER IMPROVEMENT.

*Grow great by your example, and put on the dauntless spirit of resolution.—Shak.*

CAIRO leads off in another improvement in connection with her public school interests, showing both the value of the culture given and the importance of preserving in permanent form the essays prepared by the graduating class of the high school.

In the first place, *thirty-four* essays at one sitting, no matter how brilliant and interesting they might be, would be too much of a good thing, and so the class in consultation with the Superintendent and the Board of Education concluded to print the essays in a permanent and attractive form for preservation. They arranged a splendid *short entertainment*, charged an admission fee, and raised easily plenty of money to defray all the expenses of printing and binding the thirty-four essays and giving to each graduate a sufficient number of copies for their own use, and to supply a copy to the United States Commissioner at Washington, D. C., and to a large number of the public libraries of Illinois and other States. We were fortunate enough to be presented with a copy which, after a careful reading, we presented to the Public Library in St Louis

The advantages of printing the essays are many. When an article is going into print, it is written with more care, both as to style and statement. These young graduates and their friends will come to realize more than ever before the *value* of the printed page. Its advantages are these: If one does not fully comprehend clearly and at once the statement made, he has in the printed page the time and the resource of a reread, not only for himself, but with his friends. whereas if the lecturer or speaker is not clearly apprehended as he goes along, there is no means of obtaining a repetition of the statements made for further consideration. We read these essays before going onto the platform, and if the address made seemed to be appropriate and timely, it is but fair to say that many facts stated we gleaned from these essays. Thought belongs to him who can entertain it, and of him who can adequately place it. As an illustration of the breadth of culture given the pupils of the Douglass High School, in the typical American city of Cairo, we present below a list of the

topics discussed with the names of the graduates.

Kate M. Bennet, "Great American Humorist."

Levie Bondurant, "Thought Rules the World."

Addie B. Caswell, "America's Foreign Policy."

Will G. Cunningham, "The Prairie Queen."

Jennie E. Dewey, "The Strength of Unity."

Florence B. Ellis, "The World's Fair as an Educator."

Thos. B. Farrin, "American Manufacturers."

Jessie A. Fischer, "A Peep Into the Future."

Barry Gilbert, "The Statue of Liberty."

Edith Halliday, "Good and Evil Effects of Novel Reading."

Florence Hatcher, "The Rise and Fall of Greece."

Rose B. Hebsacker, "Happy Homes."

Carrie B. Hochnedel, "Spartan vs. American Education."

Thos. M. Howley, "Humor and Humorists."

Isaac B. Hudson, "The Income Tax."

Tillie Klier, "Cairo."

Mary R. Kohler, "An American Neighbor."

Helena Lehning, "The Alsatian Peasantry of Forty Years Ago."

Martha Lippitt, "The Home Influence of Educated Women."

Anna M. Lister, "Four National Novelists."

R. Mai McGauley, "Sacred Music."

Corrisand McKnight, "Physical Training in the Public Schools."

James McManus, "The Financial Crisis."

Jessie I. Miller, "The True American."

Monroe C. Kerth, "The Nicaragua Canal."

Ella M. Lowe, "American Winners."

M. Lelia Miller, "Philosophy of Clothes."

Effie Neff, "Music."

Minnie L. Price, "What Woman Can Do."

Carrie Redman, "How Self Reliance Enriches Character."

Lida Saup, "Our Class Motto."

A May Thistlewood, "A Portrait."

Maurice H. Tripp, "Phonography."

The first honor was won by Miss Anna M. Lister, who gets also a scholarship at Oxford University, Ohio. Second honors were won by Misses Jessie I. Miller and Helena Lehning. Miss Miller also gets a scholarship at Wheaton College, Illinois, for excellence in mathematics.

**A TYPICAL CITY.**

"All places that the eye of heaven visits  
Are to a wise man ports and happy havens."  
—Shak.

**C**AIRO, Ill., is a typical American city. It is not yet finished. Like Chicago, it is filling in and filling up. Its citizens take pride in its location, growth and possibilities.

Its improvements are substantial and extensive. It supports three strong, enterprising *daily* papers, and as many more weekly papers. In addition to the large marine interests there are seven lines of rail-way pouring their countless argosies of wealth into this delta. North, south, east and west the trains run, and the boats traverse a vast expanse of water at all seasons of the year. Cairo has become noted, too, for its very low mortality rate.

Its water and drainage systems are both fully adequate to all present demands.

These advantages secured by a wise, able, patriotic, far-seeing, intelligent, local self-government, Cairo has come to be a solid, growing, progressive, typical American city. Its banks are strong, safe, conservative and solid; its electric light plant adequate; its custom house busy; its public library well patronized and growing each year in power and popularity; its school facilities such that the graduates of its High School are admitted to the best institutions of the country without further examination; beautiful parks adorn the city, and a system of electric street cars carry one in all directions and to all its principal points for a trifle; elegant and commodious churches; a fine Opera House; a hotel that in its management and cuisine would be a credit to any city between Boston and San Francisco, why should not Cairo draw to itself the best types of an intelligent, law abiding, cultured, art loving, wealth accumulating Christian citizenship?

This it has done—  
—this it is doing.

If there were yet any lingering doubts on these points, they would have been dispelled by an attendance upon the closing or graduating exercises of a class of thirty-four from the Douglass High School June 14th, 1894.

An admission fee was charged and cheerfully paid, and the Opera House was packed.

The Cairo Daily *Telegram* said: "Prof. Clendenen, Superintendent of Schools of Cairo, had given due notice that these exercises would commence promptly at eight o'clock, and it was but a very

few minutes after that time when the first notes of the overture by the excellent orchestra were sounded. And, by-the-way, the orchestra deserves special mention. It was gotten up especially for the occasion. J. Mangan, director.

"The overture was grand. At its conclusion the curtain was rolled up and one of the most beautiful living pictures was presented to view. On one side of the stage were seated the members of the class, the young ladies robed in spotless white, the young gentlemen in black—and on the other side were the members of the board of education, the superintendent, the teachers, Prof. John Snyder, Miss Saidee J. Gray, Miss Ada Danglade, and Miss Vesta Halliday. With them were J. B. Merwin, of St. Louis, the orator of the evening, and Rev. Father J. B. Diepenbrock and Rev. H. C. Grossman. The stage was set for a woodland scene, and was beautifully decked with flowers. It was a picture that will linger long in the minds of those who saw it. It was arranged by Prof. Snyder.

"The next number on the program was a splendidly rendered song by Messrs. Buchanan, Candee, Johnson and Lansden. Then came an invocation, uttered by Rev. Grossman. This was followed by another selection by the orchestra, "Senorita," which was rapturously applauded. Supt. Clendenen then gracefully introduced Maj. J. B. Merwin, who for twenty-five years has been the managing editor of the AMERICAN JOURNAL OF EDUCATION. Maj. Merwin selected for his theme 'The New Era in Education.'

"Following the address was the 'Jewel Song,' from Faust, sung by Miss Letitia Corliss. This was an extremely difficult piece, but so artistically rendered as to merit the enthusiastic encore it received, and she responded by singing 'Tell Me If You Love Me.'

"Prof. Snyder, in a feeling but appropriate speech, presented the class to the board of education. Another selection by the orchestra was given with such skill as to win an encore. Then came the presentation of the diplomas. This pleasing duty was performed by Mr. M. F. Gilbert, of the board of education."

For such culture and splendor, there must somewhere be rigid economy. That the child may be educated the parents work hard and in many cases go plainly clad, but such self-denial brings its own

sweet and lasting reward. The editor of the Daily Cairo *People* said:

"Rev. H. C. Grossman gave the invocation in touching terms which was to be expected, as he does things always well, and that Rev. Father Diepenbrock gave the benediction in happy phrases, many for the first time receiving a blessing from a Catholic priest. The class motto was: 'Know Thyself.' The class colors, green and white.

"The teachers of the Douglass High School are Prof. John Snyder, principal, and Misses Saidee J. Gray, Ada Danglade and Vesta Halliday.

**BOARD OF EDUCATION.**

N. B. Thistlewood, president; Chas. W. Frank, secretary; Miles Frederick Gilbert, Edmund S. Dewey, W. S. Gore, Geo. O. Christman, C. R. Woodward."

When the editor of The Daily Cairo *People* came to a full realization of the fact that with all the wit, wisdom and resplendent beauty displayed on the stage, the *real*

"Substance was not there,  
For what was seen is but the smallest part  
And least proportion of humanity.  
Were the whole frame here  
It is of such a spacious, lofty pitch  
Your roof were not sufficient to contain it."  
he confessed publicly that "if there were any part of our heart left after visiting the fair Freshmen on Tuesday, it would have to be yielded in homage to the nosegay, as Mr. Merwin so gracefully puts it, which ravished our senses as we witnessed the rise of the curtain, and which will be remembered often in the rugged path of our lives. *Au revoir.*"

**NEW YORK.**

'Tis an office of great worth.—Shak.

FROM the advance sheets of the report of the secretary of the University of the State of New York we learn that Columbia College has a net property of over \$12,000,000, 90 officers and instructors, with 1233 students, and expends annually over \$789,000.

CORNELL has a property of \$9,321,673 with 134 officers, 1524 students, with an annual expenditure of over \$300,000.

The total net property of the 35 colleges is \$40,675,347, or an average of \$1,162,153 to each, though unfortunately of the 35, 23 have less than the \$500,000 now required by law as a minimum for degree-conferring powers. The average property of the men's colleges is \$1,174,738, of the eight women's colleges \$491,947, and of the six co-educational institutions \$2,011,714.

**THE ELEMENTARY SCHOOL.**

Nor have we herein barred your better wisdom.  
—Shak.

**D**R. WM. T. HARRIS, U. S. Commissioner of Education, in his address at the Richmond meeting on the report of the "Committee of Ten," said:

Let us glance first at the central idea of the elementary school.

We can deduce the course of study quite easily from the idea of the school as an instrumentality designed to connect the child as the new individual with his race, and enable him to participate in civilization.

By education we add to the child's experience the experience of the human race. His own experience is necessarily one-sided and shallow; that of the race is thousands of years deep and it is rounded to fulness. Such deep and rounded experience is what we call wisdom.

To prevent the child from making costly mistakes, we give him the benefit of seeing the lives of others. The successes and failures of our fellowmen instruct each of us far more than our own experiments.

The elementary school attempts to give this wisdom in a systematic manner. It uses the essential means for its work in the shape of text-books, in which the experience of the race is digested and stated in a clear and summary manner, in its several departments, so that a child may understand it. He has a teacher to direct his studies and instruct him in the proper methods of getting out of books the wisdom recorded in them. He is taught first in the primary school how to spell out the words, and how to write them himself. Above all, he is taught to understand the meaning of the words. All first use of words reaches only a few of their many significations—each word has many meanings and uses, but the child gets at only one meaning, and that the simplest and vaguest, when he begins. His school work is to train him into accuracy and precision in the interpretation of language. He learns gradually to fill each word of the printed page with its proper meaning. He learns to criticise the statements he reads, and to test them in his own experience and by comparison with other records of experience.

In other words, the child at school is set to work to enlarge his own puny life by the addition of the best results of other lives. There is no other process so well adapted to insure a growth in self-respect as the mastery of the thought of the thinkers who have stored and systematized the experience of mankind.

This is the clue to the hopes founded on education. The patriotic citizen sees that a government managed by illiterate people is a government of one-sided and shallow experience, and that a government by the educated classes ensures the benefits of a much wider knowledge of the wise ways of doing things.

The work of the school produces self-respect because the pupil makes himself the measure of his fellows and grows to be equal to them spiritually, by the mastery of their wisdom. Self-respect is the root of the virtues and the active cause of a career of growth in power to know and power to do. Webster called the free public schools "a wise and liberal system of police by which property and the peace of society are secured." He explained the effect of the school as exciting "a feeling of responsibility and a sense of character."

This, he saw, is the legitimate effect. For as the school causes its pupils to put on the forms of thought given them by the teacher and by the books they use; causes them to control their personal impulses and to act according to rules and regulations; causes them to behave so as to combine with others and get help from all while they in turn give help; as the school causes the pupil to put off his selfish promptings and to prefer the forms of action based on the consideration of the interests of others, it is seen that the entire discipline of the school is ethical. Each youth educated in the school has been submitted to a training in the habit of self-control and of obedience to social order.

#### THE BAG.

BY GEO. HERBERT.

Away, despair! My gracious Lord doth hear,  
Though winds and waves assault my keel,  
He doth preserve it, he doth steer,  
E'en when the boat seems most to reel,  
Storms are the triumph of His art;  
Well may He close His eyes, but not His heart  
Hast thou not heard that my Lord Jesus died?  
Then let me tell thee a strange story.  
The God of power, as He did ride  
In His majestic robes of glory,  
Resolved to light—and so one day  
He did descend, undressing all the way.  
The stars His tire of light, and rings obtained,  
The cloud His bow, the fire His spear,  
The sky His azure mantle gained.  
And when they asked what He would wear,  
He smiled, and said as He did go,  
He had new clothes a making here below.  
When He was come, as travelers are wont,  
He did repair unto an inn,  
Both then and after, many a brunt  
He did endure to cancel sin;  
And having given the rest before,  
Here He gave up His life to pay our score.  
But as He was returning, there came one  
That ran upon him with a spear,  
He, who came hither all alone,  
Bringing nor man, nor arms, nor fear,  
Received the blow upon His side,  
And straight He turned, and to His brethren  
cried—

If ye have anything to send or write,  
(I have no bag, but here is room)  
Unto My Father's hands and sight,  
(Believe me) it shall safely come,  
That I shall mind what you impart;  
Look, you may put it very near my heart.

Or if hereafter any of my friends  
Will use me in this kind, the door  
Shall still be open: what He sends  
I will present, and somewhat more,  
Not to his hurt. Sighs will convey  
Anything to me. Hark! despair, away.

MAY we suggest that for the great meetings held in the evening to interest the general public more in the work that our teachers are doing, that ushers be appointed to cordially welcome and to promptly seat all who come.

#### TEXAS.

##### THE School Forum, Texas, says:

"The Sam Houston Normal, during the past year, has enrolled a larger number of students than ever before. Prof. Pritchett's management of the Normal has been wonderfully successful. He has proved himself worthy to follow one of the greatest organizers in the country, Dr. J. Baldwin. What a wonderful influence the Sam Houston has had upon the educational growth of Texas! At least 2,000 men and women have gone from this Normal to take their places in Texas schools. Think of the thousands of pupils who have therefore come under the influence of this Normal school! It is gratifying to know that this influence has always been for good. If the State does as much for this school as the school does for the State, it will never lack friends or the gratitude of the people."

#### A DESERVED COMPLIMENT.

This I made good to you in our last conference.

—Shak.

DURING the recent meeting of the County Court of Hamilton county, Tenn., 'Squire A. M. Johnson presented the following resolution:

WHEREAS, The public schools of Hamilton county are in better condition than ever before in the history of the county, and that the same is due to the efficient and conscientious services of Supt. H. D. Huffaker; and

WHEREAS, The remuneration is entirely out of proportion to the value of the services rendered; therefore be it

Resolved, That the salary of said superintendent be increased to \$125 per month, to be paid out of the school fund of the county.

'Squire Johnson spoke warmly of Supt. Huffaker's efforts and of the great work he had accomplished. 'Squire Bennett and Judge Whiteside spoke in the same strain, and the resolution was adopted without a dissenting vote.—*Chatanooga Daily Times.*

#### HOW TO IMPROVE WRITING.

##### INTERMEDIATE DIVISION.

IN order to make any great improvement we must begin at the foundation. The first day a child enters school he sees that certain marks mean certain things, and his curiosity is at once aroused to know their meaning. Here, then, is where the first lessons in penmanship should begin. Instead of wasting much valuable time

as is too often the case—learning to print, the scrip form should be given from the very first.

A child should be able to talk readily with the chalk or pencil before beginning to read in the second reader. And at this stage it is no harder to have him make well-formed letters than it is to have them ill-shaped. "t" two spaces high is no more difficult to make than one three spaces. Neither is it harder to make an "m" round at the upper turn than it is to make it sharp.

At the beginning I think better results may be obtained by giving the letters in groups than by taking them singly. A single letter is a dry, meaningless character with nothing to hold the child's attention, while the combination c-o-w at once causes him to think of the object\* and, if he is of an imaginative turn of mind, he will also think of the accompanying mug of milk which to most children is a very pleasing topic. He will at least see that his writing means something. But in order to know when he has the letters properly made, he must very early be taught the correct form of each letter until he has a good mental picture of it, and then trained to execute that form until the hand becomes the obedient servant of the mind. Too much writing is often required in the beginning, which, of course, causes haste and carelessness.

A few words well written are much better than many written carelessly. If a word is given to copy do not give it up until it is nearly perfect. The children will not get discouraged if the teacher does not. "Accept no careless work" from the pupils. Nothing else that could be done would so rapidly improve the writing in the schools of this country as the above motto faithfully kept by all the teachers. Many little things should be noticed—manner of holding the pen, position of body, etc. The advice given in the *Manual* about ruling slates, taking monthly specimens, etc., is very good and should not be neglected.

The three great essentials of good writing are "legibility, rapidity and beauty," and they should be developed in regular order. As soon as a good form is obtained the aim should be to develop speed. At this stage is where the real teaching of penmanship begins. And here, also, is where the subject, as a branch of study, is often dropped and the children allowed to develop what little speed they can in their

own way. No one really likes to write until they can get out of the creeping finger movement and are able to execute with the more rapid muscular movement. To this end much of the time should be given to movement exercises. The correct form can be made slowly, and now the muscles must be trained until they can make the same form rapidly and easily. Thirty minutes is long enough for a writing lesson, every moment of which should be busily occupied. I would give at least one-third of the time to movement exercises. But these must have something definite in view. If capital "B" is the end in view we use a tracing movement that trains the muscles to that end. The same is true of any of the capitals. For the small letters such combinations as n-u-n, n-i-n-e, c-a-r-e-s, etc., are excellent to develop both speed and accuracy. Remember that practice alone gives grace, but practice combined with study gives both grace and beauty. Copy-books, with their beautifully engraved copies, have reached the acme of perfection. But they do not recognize any difference in the manner of teaching legibility and that of "rapidity and beauty." For that reason they are of very little use after a good form has been obtained. They merely contain the text, "the what to write," and the teacher must supply the how. Not only is the best text book provided in all other branches, but the teaching power is called in question. A geography by the best author, in the hands of a teacher who knows nothing more than the book, will not serve even a common purpose. The elements of success do not lie in the book, and the live teacher is not slow to furnish matter above and beyond any single author. Such should also be the case in teaching permanence. Then perhaps the greatest means of improvement may be made by improving the penmanship of the teachers. The children very rarely write better than their teacher. Where the teacher is a good penman you will always find the children striving hard to imitate his writing. And where he is not a good penman they seem to try just as hard to imitate his poor writing.

THE blessing of an active mind, when it is in good condition, is, that it not only employs itself, but is almost sure to be the means of giving wholesome employment to others.

## CONCERNING CRITICISM.

BY THE AUTHOR OF "PRESTON PAPERS."

## POINTS.

1. If you are doing anything "worth while" you may look for adverse comments along with the favorable criticisms of your work.

2. Adverse criticism is not, necessarily, fatal. If truthful, it helps you, for it points out defects of which you were unconscious. If not truthful, make it helpful by calling attention to your work and to its good points.

3. Carrying yourself easily, without showing the indignation you may feel under the fire of unjust attacks, will sometimes prove your dignity and purity; occasionally it may indicate only indifference, ignorance, inertia, or weakness. Don't be afraid to strike back, if you ought to, but be sure you ought.

4. If there is any doubt about your adversary's malice or injustice, give him the benefit of the doubt; but don't submit to indignities as a teacher which you ought to resent as a man, or woman. Oppression is not to be tolerated in this land of freedom; so if any one calls you hard names, make him prove his allegations, or retract them.

5. Stand by your profession, and urge your fellows to stand up in it! Be just what your critics say you are not, and so give them a "living lie" to fight.

6. Don't "back water" on good work, simply because some croaker without practice in the same line has frowned upon it. You'll live, and so will your work, if you don't happen to bask in the sunshine of his smiles and go into raptures over his proposed methods. Perhaps the quantity and quality of your grey matter would come out as well, on analysis, as his. At any rate, having set your pace *conscientiously*, keep it, until you see something better ahead, and then don't be afraid to strike out for it as against the ridicule or animadversions of the world. In other words: "Be sure you're right, then go ahead," and the blessings of all good men and women will go with you. For the opinions of others you do not need to care.

NEW YORK CITY.

## BETTER SUPERVISION.

COUNTY SUPT. H. D. HUFFAKER, of Hamilton County, Tenn., one of the most efficient school officers in the State, printed and circulated a number of thousand copies of the article on "County Superintendents," written by Dr. Wm. T. Harris, now United States Commissioner of Education.

This article points out so clearly and definitely the value of the work of the county superintendent that we should think school officers all over the United States, and especially county superintendents and county school commissioners would want to circulate it by the million among the taxpayers.

We have circulated more than 200,000 copies of this article already. County Superintendent Huffaker gives it a prominent position in the *Southern Teacher*. It reads as follows:

It is susceptible of proof that with an efficient, intelligent County Superintendent, the county schools would be improved at least *fifty per cent.* the first year.

This link of

COUNTY SUPERINTENDENCY is the most important of all the supervisory links, inasmuch as it concerns the education of three-fourths of all the people of the land.

The County Superintendent's functions involve:

His duty to confer with other school officers and directors: (1) with the State Superintendent, whose interpretation of the State School Law he is obliged to promulgate, and to whom he has to report the enrollment of school population as a basis for the division of the school fund; (2) with the County Clerk as treasurer, as an intervening official charged with the transmission of statistics, receipt of funds, etc.; (3) with local school boards, including (a) township boards, (b) village boards, (c) city boards. With each of these, if located in his county, he is brought into necessary and vital relation, and with the first of them he has very distinct duties as regards advice and consultation.

It becomes also his duty to

EXAMINE TEACHERS, and award certificates to the competent ones. He is obliged to test the extent of their information, both as to theoretical and practical knowledge of the art of teaching. He has to find whether the candidate knows how (a) to grade and classify a school according to the most approved methods; (b) to assign lessons of proper length and guide the pupils to correct habits of study; (c) how to work up a sentiment in favor of schools in the community where he is to teach; (d) whether he possesses sufficient book knowledge to instruct properly.

He must also

## VISIT SCHOOLS.

He must see that the qualifications which he required in the candidate to whom he gave the certificate, are actually exercised by that teacher in his school. (1) He must look after the grading and classifications of the pupil; (2) after the modes of instruction; (3) after the habits and deportment of pupils as indicating the general influences of the teacher; (4) after the general spirit of the district as affected by the teacher.

## EDUCATIONAL LECTURES.

It is his duty to present before teachers at their institutes, and before the community at large, the subject of education and its various practical bearings. Educational lectures should be largely multiplied and extended so as to reach all the people.

## TEACHERS' INSTITUTES.

It is his duty to hold Institutes. This in fact is one of the most important and difficult of his duties. He has to devise measures to get his teachers together, and arrange for their accommodation and convenience; he has to get up a suitable programme of exercises, secure popular evening lectures on the general subject of education, for the public at large, and also the proper persons to conduct the exercises in the several topics of instruction, to draw out from the teachers present a profitable discussion of the practical points presented in the exercises and lectures.

These departments of labor well considered, I do not see how any one can avoid the conclusion that the work of the

COUNTY SUPERINTENDENT is the most important link in the entire system of educational supervision. Its cost to the State is very small in comparison with the entire outlay. By no other agency can the school system of a State be so potently lifted up and at so small an expenditure of money.

## A LESSON ON FORM.

CHILDREN at an early age learn to distinguish objects by their shape or form. It is, indeed, the variety in form which first attracts the attention of the child. Were all objects the same shape, they would attract no more notice than so many bricks or similarly shaped pieces of timber.

The child learns by the difference in shape. It seems proper, therefore, that a course of object lessons should begin with lessons on form.

It must be remembered that it is not sufficient to point out an object, call attention to its shape and then give the name; the child himself must be taught to distinguish the form and associate the name. He must be trained to gain knowledge for himself. He must be led to observe closely everything with which he comes in contact, and thus train his power of perception and lay the foundation for an harmonious mental development.

The first lesson in form may consist in the selection of such objects as those with which the child is familiar. But among these should be such as are similar in shape, as a ball, an orange or a marble to represent the sphere; a pencil, a stick of candy to represent the cylinder; and other objects to represent squares, circles, cubes, and the other geometrical figures. Of course these technical names need not be used in the first lesson.

These lessons on similarity should be followed by such as distinguish differences in shape, and from these the lessons would naturally pass to the ordinary geometrical forms including lines, angles, etc. If possible, the teacher should have a box or a chart of forms. The plain figures may be cut from apples or potatoes in the absence

of the prepared forms, which should be furnished by the school board.

The pupils should also be required to reproduce such forms as they can, on slate, blackboard or paper; it will give pleasant and useful employment, and at the same time serve to keep them busy.

Instructions in geometrical forms should begin with lines and from this proceed to angles, surfaces, and finally volumes. The lesson on lines should also include the positions of lines.

The following outline of forms may prove valuable:

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THE OFFICERS OF THE CAIRO SHORT LINE R. R., elected at the recent meeting held in this city were: Geo. W. Parker, President and General Manager; E. F. Leonard, Secretary; H. A. Crosby, Assistant Secretary; C. F. Parker, Assistant General Manager; H. T. Nash, Auditor; W. L. Wilson, Superintendent; Geo. E. Lary, General Freight and Passenger Agent; M. B. Mann, Master of Transportation. Mr. Geo. E. Lary, the able and efficient General Passenger Agent, was elected one of the directors.

Also the Cairo Short Line makes close connections for Memphis, New Orleans, Nashville, Tenn., and all southern and southeastern points.

**EXAMINATION.**

THE following is part of a set used in the examination of principals at Topeka, Kan.:

## ENGLISH LITERATURE.

1. What do you understand by the term "Renaissance," as applied to literature?
- (a) At what period do you locate it?
- (b) What were the principal causes that brought it about?
2. Mention a few of the *earliest* English poets, and name at least one work of each.
3. Name eight American poets, and mention at least one prominent work of each.
- (a) Twelve English.
- (b) Three Scotch.
- (c) One Irish.
4. Name four American historians, and mention at least one prominent work of each.
- (a) Three English.
- (b) One Scotch.
5. What two foreigners (German and French) have written celebrated works on American institutions, and what are their titles?
6. What celebrated French author has written upon the subject of English literature, and in what light is his criticism regarded by English speaking people?
7. Name twelve prominent American novelists, and give title of one work by each.
- (a) Six English.
- (b) Three Scotch.
8. What questions, if any, are under popular discussion concerning the Shakespearian plays, and upon what facts does the discussion mainly rest?

9. Contrast Lowell, Whittier and Holmes. Contrast Gray, Macaulay and Tennyson.
10. What do you understand by the title "Poet Laureate," as used in England?
- (a) What kind of an office is it?
- (b) How is it created?
- (c) When did it originate?
- (d) Name four who have held it.
- (e) Does it suggest the survival of a medieval custom? If so, what?
- (f) Upon what ancient custom is it founded?

## 11. Give authorship of following:

- |                        |                        |
|------------------------|------------------------|
| 1 Canterbury Tales     | 2 Faery Queen          |
| 3 Absalom and Achito-  | 4 Night Thoughts       |
| 5 Essay on Man [phel   | 6 Lalla Rookh          |
| 7 The Traveller        | 8 Pleasures of Hope    |
| 9 Lays of Ancient Rome | 10 Enoch Arden         |
| 11 Comus               | 12 Tam O'Shanter.      |
| 13 Manfred             | 14 Lucile              |
| Prometheus Unbound     | 16 Evangeline          |
| 17 Maud Muller         | 18 Thanatopsis.        |
| 19 Snow Bound          | 20 Bill and Joe        |
| 21 Bitter Sweet        | 22 Rime of the Ancient |
| 23 The Excursion       | Mariner                |

## U. S. HISTORY.

1. Who was Christopher Columbus?
- (a) What object impelled his first voyage of discovery?
- (b) Did his views meet with general sympathy and approval?
- (c) From what port did he sail?

(d) Under whose auspices what his first voyage undertaken?

2. What do you understand by the "Louisiana Purchase?"

(a) Make an outline map of the Louisiana Territory.

(b) What did the United States pay for it? To whom?

(c) At what time was the purchase made?

3. At the time of the Louisiana purchase, what other nations held territory in North America?

(a) How did the United States acquire Texas? When?

(b) How California? When?

(c) How Oregon? When?

4. Name five who signed the Declaration of Independence.

5. What were the causes that brought on the Mexican War?

(a) What results flowed from it?

6. What were the causes that brought on the War of the Rebellion?

(a) What results flowed from it?

(b) What was its cost?

7. What prominent generals of the late war were officers in the Mexican War?

8. Who fought the battle of Bull Run? (Give names of Union and Confederate commanders.)

(a) Who Fort Donnerson?

(b) Who Shiloh?

- (c) Where did Lee surrender, and on what terms?

9. What do you understand by "Reconstruction?"

(a) What by the "Missouri Compromise?"

10. Name the three departments into which the government is divided by the Constitution.

(a) What is the Bill of Rights?

## ARITHMETIC.

1. Define cancellation, complex fraction, partnership, compound interest and ratio.

2. I bought a lot of goods at 15% below market price, and sold them at 15% above market price. What per cent. did I clear?

3. In square root, why is the root doubled a good trial divisor?

4. A factor sold \$15,000 worth of goods at 10% commission, and invested the proceeds in cotton, first deducting 5% commission for buying. What was his entire commission?

5. What must be the face of a note dated Jan. 10, 1872, and payable in 3 months, to produce \$1,938, when discounted at 12%?

6. Analyze the following:  $\frac{1}{4}$  of A.'s age equals  $\frac{1}{2}$  of B.'s, and the difference of their ages is 10 years. How old is each?

7. At 4 cents per square yard, what will it cost to paint a pyramid 20 feet square at the base and 160 feet high?

8. A and B. traded in company and gained \$750, of which B.'s share was \$600. A.'s stock was \$1,200. What was B.'s stock?

NOTE.—Give statement, process and work for the 4th and 7th.

## PHYSICS.

1. Define force, inertia, specific gravity, pendulum, wave.

2. Given a bucket of water, a piece of limestone, and a steelyard: find specific gravity of limestone.

3. State the general properties of matter.

4 and 5. Give an experiment illustrating each of the above properties.

6. State the laws of falling bodies.

7. Name the mechanical powers, and give the equations for levers.

8. How is the electric light produced? Tell the kind of light you describe.

## PHYSIOLOGY.

1. Describe the skull. (7 pts.)

2. How can one prove by experiments that the bones change in substance? (8 pts.)

3. Give the structure of muscles. (6 pts.)

4. Does alcohol warm the body? (6 pts.) Does it relieve thirst? (7 pts.)

5. Does it assist digestion? (6 pts.) Does it quiet the nerves? (6 pts.) Give your reasons for each of these four answers.

6. Outline a lesson on the blood. (10 pts.) Describe the blood corpuscles. (5 pts.)

7. Where does the blood obtain its impurities? (5 pts.) Describe the mechanism by which it is purified. (7 pts.)

8. What effect has impure air upon man. (6 pts.)

9. How does nature purify the air? (6 pts.)

10. Describe the crystalline lens. (8 pts.)

11. Name the classes of organic food substances, and give two examples of each class (8 pts.)

## GEOMETRY.

1. Of what use is the science of geometry? (10 pts.)

2. Define a circle, an arc, a sector, the altitude of a triangle, adjacent angles, and a corollary. (18 pts.)

3. Prove that parallel lines are everywhere equally distant. (20 pts.)

4. On a given line construct a segment of a circle that will contain a given angle. (16 pts.)

5. What is the area of a trapezoid equal to? Prove it. (16 pts.)

6. ABCD is a parallelogram, E and F the middle points of AD and BC, respectively; show that BE and DF will trisect the diagonal.

## DRILL IN ARTICULATION.

## SELECTED FOR ADVANCED DIVISION.

TEN minutes' drill upon the following each week will greatly improve the articulation of every pupil taking the drill.

Teacher must insist that each sentence be *read*, not merely pronounced. Read with a fair degree of speed.

1. Let lovely lilacs line Lee's lonely lane.

2. He drew long, legible lines along the lovely landscape.

3. The old, cold scold sold a school coal scuttle.

4. Did you ever see a saw saw like that saw sawed?

5. Eight great gray geese grazing gaily into Greece.

6. Round the rough and rugged rocks the ragged rascal ran.

7. Some shun sunshine; do you shun sunshine?

8. She uttered a sharp, shrill shriek, and then shrunk from the shriveled form that slumbered in the shroud.

9. Chance—chants, sense—cents, tracks—tracts, axe—acts, patience—patients, prince—prints, reflex—reflects, relics—relics.

10. The sea ceaseth seething when the wind ceaseth sighing.

## SOME QUESTIONS FOR LITTLE FOLKS.

1. Why do farmers salt hay when stacking it?

2. How does the farmer do when the new mown hay gets wet?

3. Tell how hay is made.

4. Which way should your horse go when you say "gee"? What way when you say "haw"?

5. How does the horse protect himself?

6. What does he eat?

7. What is a "balky" horse?

8. What is a "breechy" horse?

9. What do we call the hard part of the horse's foot?

10. What do we call the long hair on the horse's neck?

11. How does the horse's foot differ from the cow's foot?

12. Of what colors are horses?

13. Are the cow's horns in front of or behind her ears?

14. How does the cow protect herself?

15. Of what use are cows?

16. What is a "muley" cow?

17. Describe the cow's feet.

18. What is the meat of the cow called?

19. How is meat kept through the summer?

20. What is the man called that kills bees?

21. What is the building called in which bees, hogs, etc., are butchered?

22. What is tallow?

23. What is lard?

## SHORT METHODS IN ARITHMETIC.

## II.

To square a number whose unit figure is 5. *Rule:* Disregard the unit figures, increase the tens by one, and multiply this sum by the tens.

To this product annex 25. *Illustration:* To multiply 65 by 65, we reject the 5's, and add one to the 6, then multiply this sum, 7 by 6 we get 42, to which we annex 25, which gives the product 4,225. Five minutes' drill will enable a class to give products very rapidly, thus:

EXAMPLES. OPERATION.

Square of 85? Eight 9's are 72. Ans. 7,225

" 35? Three 4's " 12. Ans. 1,225

" 55? Five 6's " 30. Ans. 3,025

" 115? Eleven 12's " 132. Ans. 13,225

By a similar method may be found the product of any two numbers whose

tens are alike and the sum of whose unit figures is 10, but the number to be annexed is always the product of the unit figures. To illustrate:

## EXAMPLES. OPERATION.

72 x 78.	Seven 8's are 56.	Ans. 5,616
46 x 44.	Four 5's " 20.	" 2,024
93 x 97.	Nine 10's " 90.	" 9,021
69 x 61.	Six 7's " 42.	4,209

## LANGUAGE WORK.

## INTERMEDIATE DIVISION.

TRY the following exercises with your third reader pupils. They are of course, suggestive only, and the teacher can arrange a great variety of similar ones. In our work they have proven very helpful.

Fill blanks with appropriate verbs.

1 { A cat —	2 { A man —
1 { A rat —	2 { A dog —
3 { A horse —	4 { A fly —
3 { A cow —	4 { A bee —
5 { A boy —	6 { A duck —
5 { A girl —	6 { A chicken —
7 { A hen —	8 { A sheep —
7 { A goose —	8 { A lamb —
7 { A turkey —	9 { A calf —
9 { The horse —	10 { The sun —
9 { The apple —	10 { The clouds —
9 { The peach —	10 { The stars —

We have found it necessary to prohibit the use of the same verb twice in the same lesson.

When pupils have command of proper verb forms, require them to rewrite in the form of compound sentences. Don't say anything about compound sentences till they can do the work. Ask them to make one statement of each number. To start them put a couple on the board in this form:

A man — and a dog —. The sun —, the clouds — and the stars —.

To fix in the language of your pupils command of the proper verb forms to use with singular and plural subjects, too much use of exercises similar to the following can not be made.

Use THEY for HE, SHE or IT in the following, changing such words as are necessary to make correct statements:

1. She is in the kitchen.
2. Has he gone to Omaha?
3. It is playing in the snow.
4. She has gone home.
5. He is a farmer.
6. Has it wings?
7. He has been here all day.
8. Has she a new dress?
9. Was he at the sale?
10. She was at the party.

Use BLOWS, blew or blown in the following:

1. The wind has — hard all day.
2. Mt. Vernon was — to pieces.
3. The wind — fearfully.
4. John — his whistle and Mary sings.

5. The wind — dust in our eyes.

Use HAVE SEEN, HAS SEEN OR HAD SEEN in the following:

1. They — — the horses.
2. If I — — the glass, I would not have broken it.
3. — he — your new book?
4. You — — sun set.
5. — they ever — seen the sun set?

It is well occasionally to require the pupils to write appropriate subjects for

given verbs. Use sentences that still necessitate a choice between the singular and the plural forms.

Supply SUBJECTS for the following sentences.

1. — plows.
  2. — cackle.
  3. — eats meat.
  4. — skate fast.
  5. — has wings.
  6. — is tall.
  7. — fly kites.
  8. — catches insects.
  9. — jump.
  10. — makes honey.
1. — twinkle.  
2. — are studying.  
3. — have gone.  
4. Has — found the ball?  
5. — lay eggs.  
6. — build houses.  
7. Are — at home?  
8. Was — lost?  
9. Have — come?  
10. — were at school.

— MRS. H. H., in *Our Country and Village Schools.*

## The Common School.

LET US look closely and carefully for a moment into this matter of what we mean by "The Common School." What it proposes to do for the people to justify its cost.

First, it is common in the sense that it is for all, accessible to all; common in the sense that it teaches what is common to all—culture—and thus needed by all; and, finally, common in the sense that it is maintained by all, out of a common fund to which contribution is made by all. Accessible to all, it excludes none. All are potential citizens of the republic, and in this character alone they are known to the republic. From all alike the republic demands obedience to its laws. To all alike it has to render a knowledge of that law possible. From all alike it demands that they shall govern themselves. To all alike it has to render the culture possible through which alone self-government is achieved. It excludes none. The conduct or behavior of the individual alone can exclude him, and as we deal with potential instead of actual citizens, this ought not to exclude, but only transfer him from the school to the reformatory.

## WHAT THE COMMON SCHOOL TEACHES.

It teaches what is common to all culture. The Catholic, the Protestant, the Jew, the Gentile, the Infidel, the Democrat, the Liberal, the Radical, the German, the Irishman, the Dutchman, the yellow man, the black man, have not each a different mode of spelling the English language, the language of the law, but one and the same mode. They have not each a different grammar of the English language, but the same grammar. They have not each a different geography or technique of commerce, but all the same. They have the same technique of mathematics, of logic, of mechanics, of astronomy, of chemistry, of botany—in a word, the same technique for all the products of human intelligence.

It is this common element which the common school teaches. In this it performs a two-fold service. To the State it renders the exercise of an essential function possible, and to the citizen it renders possible the attain-

ment of culture. Regarded from either point of view, it is an institution of the State, founded in the final end of the State, and therefore to be maintained, extended and perfected by the State.

WE are of such short sight that what we call results are but new beginnings, so that this teaching in our schools is, and will be, in its work, constantly the generator of new ends and purposes—kindling a fire so truly in the centre of being, that the whole sphere of our life will be illuminated.

IT is as real a loss that others should be low and ignorant as that we should be low, for we must have society. Men who only know the same things are not long the best company for each other—so let us each scatter as we may the seeds of science and of song that the germs of power, love and benefit may be everywhere multiplied.

IF we were all as strong in moral energy as we are wise in capacity, what great things might not this "Teachers Guild" accomplish. They do accomplish much as it is. So rapid is the contagion of good, that, give us one wise man in a company and all are wise. The wise man creates a new consciousness of wealth by opening the eyes of all to see new advantage.

IT is a doctrine alike of the oldest and newest philosophy that man is one and that you cannot help or infuse any member without help or injury to all members. Illinois and Missouri are not civil, while any other State in this Union is ignorant or barbarous.

WHAT this country to-day needs most and longs for is personalities—grand men and women with faith and spiritual vision to counteract its gross materialities. It was designed and it is the rule of the universe that coal and cotton and corn shall serve man, and not man corn and coal and cotton.

THE JOURNAL undertook to say in its last issue that Dr. W. M. Bryant, who has for years been one of our constant and most valued contributors, will wear the honor of an LL.D., just conferred upon him, modestly, as he has that of his great wealth of culture and character. Such recognition of an earnest, deep-minded, truth-loving man is well and timely, but Dr. Bryant would not willingly allow us to say even this much here, if he knew it was being said.

THE meeting of the Southern Illinois Teachers' Association, at Effingham, on Aug. 28, 29 and 30, promises to be one of the best held in that part of the State for many years. President C. L. Manners is doing everything possible to make it a grand meeting.

## THE GEOGRAPHY CLASS.

THE following literal translations of geographical names may be used to awaken an interest in the places named: Amazon, "boat destroyer;" Bosphorus, "an ox crossing;" Bucharest, "city of joy;" Cadiz, "shut in;" Calcutta, "a temple;" Canada, "a collection of huts;" Ceylon, "Island of the lions;" Chautauqua, "foggy place;" Chili, "land of snow;" China, "middle nation;" Circassia, "where heads are chopped off;" Danube, "deep valley;" England, "Land of the Angels;" Erie, "wild cat;" Ethiopia, "where one is burned black;" Finisterre, "the end of land;" Ganges, "great river;" Havre, "a harbor;" Ireland, "the western isle;" Isle of Man, "isle of stone;" Jamaica, "country of springs;" Jutland, "land of giants;" Lena, "a sluggard;" Lyons, "hill of the raven;" Manhattan, "the town on the island;" Niagara, "neck of water;" Nova Scotia, "New Scotland;" Orkneys, "isle of whales;" Ostend, "eastend;" Palestine, "land of wonders;" Patagonia, "big-footed;" Piedmont, "foot of the mountain;" Poland, "flat land;" Quebec, "take care of the rock;" Santa Cruz, "holy cross;" Tallahassee, "old town;" Wheeling, "place of a head;" Yucatan, "what do you say?"—School Council.



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**HOME GEOGRAPHY.**

TEACHERS are asked to give their pupils a general knowledge of their own county in the shape of general exercises, at such times as may seem appropriate.

Note the boundaries of the county. Study the make-up of the county by congressional townships. Bound your own township only. Draw your own political township. Do not spend much time drawing other townships.

The following outline will be helpful:

1. How is the county bounded?
2. What is the number and range of your township? What is its political name?
3. What is the number and name of your school district?
4. What village or villages in your political township? What postoffices?
5. What townships do not contain a railroad? A postoffice?
6. What is the area of a school township?
7. What is the area of the county?
8. What is the population by census of 1890? Of your township?
9. What churches in your township?
10. Give dimensions of the county.
11. What river, if any, flows through the county? What natural mounds?
12. What coal mines in the county?
13. Name your nearest railroad.
14. How many railroad lines running into your county seat?
15. When was the county organized?
16. Where is the poor farm? Of what use is it?
17. Why do we have jails? Where is ours? What officer has charge of it?
18. What is a city? A village?
19. Where was your county first settled?
20. From what has coal been formed? Why dig for it? Give its uses.
21. Have we a court house?
22. On what railroads would you pass in going from your postoffice to Chicago? To Indianapolis? To St. Louis? To Denver? To Kansas City? Danville? To your State normals? To your penitentiaries?
23. Who is your school treasurer?
24. Who are your school directors?
25. How can a pupil, who is a resident of one school district, attend school in another?
26. How many days must be actually taught in each district?
27. How many and what grades of teachers' certificates?
28. What is a calendar month?
29. What are the school holidays?
30. Name some article manufactured in this county. What is a manufactory?
31. What Justice of the Peace do you know? How many are there in each township?
32. Name any other township officers known to yourself.
33. Give names of county officers.

34. Where is the geographical center of this State?

35. What parallel passes through this county? Where?

36. How many and what means of income have our schools? Who pays all this money? Count the cost of one year's school in a district.

Let the teacher add such practical questions as may be suggested.

County	Position { Relative Lat. and Long.
	Size { Area Length Breadth
Boundary.	Boundary.
	Surface { Mountains or Hill. Slope of Land.
Soil { Kinds. Adaptations.	Soil { Kinds. Adaptations.
	Climate—Temperature, ave.
Productions { Flora. Fauna.	Productions { Flora. Fauna.
	Mineral.
Waters { Rivers. Creeks. Lakes.	Rivers.
	Creeks.
Townships { Number. Range. Names.	Number.
	Range.
Railroads. Cities. Villages. (Draw Map)	Railroads.
	Cities.
	Villages.
	(Draw Map)

**WORD ANALYSIS FOR THE READING CLASS.**

WORD analysis of simple English derivatives should be begun very early with the reading classes, as *er* equals one who, or that which—*skat-er*, skater equals one who skates. The final *e* of skate was dropped "before taking a suffix beginning with a vowel." In the same way teach some of the prefixes, as *un* equals not, etc. One lesson a week of this kind will give a good start in word analysis.

Take but one prefix or suffix at a time, and study a large list of words containing it. Suppose that the prefix *re* is to be studied.

*re* equals again or anew.

Prefix *re* to each of the following words and analyze and define the words formed:

1 act	19 create	37 number
2 admit	20 echo	38 organize
3 animate	21 elect	39 pass
4 appear	22 embark	40 place
5 appoint	23 enact	41 possess
6 assume	24 enforce	42 print
7 bound	25 engage	43 produce
8 call	26 enlist	44 set
9 capture	27 enter	45 ship
10 cast	28 establish	46 sound
11 charge	29 examine	47 take
12 claim	30 form	48 touch
13 coil	31 insure	49 trace
14 collect	32 join	50 unite
15 commit	33 kindle	51 view
16 compose	34 model	52 visit
17 conquer	35 mount	53 write
18 consider	36 new	

As an exercise for busy work let pupils make a list of all words found in their readers to which *re* can be prefixed. This can be done by inspecting the new words at the head of each lesson.

Suppose that a lesson is to be given on the suffix *ful*.

*ful* equals { full of.  
marked by.  
of the nature of.

Annex *ful* to each of the following words and analyze and define the words formed:

1 awe	7 fear	13 pity
2 care	8 fright	14 plenty
3 change	9 hope	15 skill
4 cheer	10 joy	16 spite
5 duty	11 mercy	17 tear
6 fancy	12 mourn	18 woe

Have pupils make a list of words from their readers to which *ful* can be annexed.—*School News*.

**A LESSON ON DAYS.**

BY THE AUTHOR OF "PRESTON PAPERS."

1. What is a day?
2. When does day begin?
3. What is the difference between day and night?
4. Name the parts of day.
5. How many hours in a day? Minutes? Seconds?
6. How many days in a week? Month? Year? In the shortest month? In leap year?
7. Explain the last two questions
8. What is the longest day in the year? The shortest?
9. Why is there any variation?
10. Name the days of the week and give their origin.
11. When is your birthday?
12. Do you know of any (other) celebrated person who was born on that day in any year?
13. Has any interesting event taken place on that date in any year?
14. How many days have you lived? Hours? Minutes?
15. What proportion of them has been spent in sleep?
16. For what is Christmas Day celebrated? Fourth of July? Thanksgiving Day? New Year's? Arbor Day? Labor Day? Memorial Day? February 22? April 1? March 17? October 11? May 1? Emancipation Day?
17. When does each occur?
18. What is a solar day? Sidereal? Astronomical?
19. What are dog days?
20. How many days older than you is (or was) your father? Your mother?
21. How many days in three spring months? Summer? Winter? Fall?
22. Why is it not day at the same time everywhere?
23. Where are the longest days and why is this? The shortest?
24. What and when is Candlemas Day? Good Friday? Ash Wednesday?
25. Who wrote, and in what: "What is so rare as a day in June? Then if ever, come perfect days?"
26. Complete the quotation.
27. Outline the poem.
28. The poet's life and work.
29. Name some of his contemporaries in his own country.
30. His most celebrated literary work, aside from the poem from which the quotation was taken.
31. How many days in the present term of school?
32. How many of these have you missed being present? Why?
33. How many more do you expect to be in school? What will you accomplish? Then what will you do?

34. What is a day in court? Day in bank? Day of grace? Of what use is each?

35. What is a day-star? Day book? Day rule? Days man?

36. See Webster as to forms of the word, definitions and illustrations. (*Always* consult the "Unabridged" when possible.) See, also, under "noted names of fiction (*idem*)" "The Dark Day;" "Day of Barricades," "Day of Dupes."

37. Under "Quotations from foreign language," find the meaning of "*Dies faustus*" "*Dies infaustus*," "*Dies iræ*," "*Dies now*" and "*Sine die*," and use each in an original sentence.

38. Under the second noun "Guy" in the text, first definition, see what celebrated event in English history happened in November, and trace the origin of "Guy Fawkes' Day."

39. Also in the text find the difference between *Sabbath* and *Sunday*.

40. Use your dictionary every DAY.

—*Exhange.*

**WHO DISCOVERED AMERICA?**

WHO discovered America? Columbus, say the school histories. Leif Erickson, say many others, and, according to Benson J. Lossing, Erickson's title to the honor is now well established. But a new claim is now put in for—of all men!—the Chinese, and it is backed up by an extremely strong case. In the *Overland Monthly* for June, published in California, is an article which claims that the Mexican Indians, and probably the rest of the North American Indians, are descendants from the Mongolians. The writer cites remarkable resemblance in customs and language, and quotes many authorities. He translates also an extract from an approved Chinese history, in which a Buddhist priest tells of his journey to a land which corresponds, both in the distance traveled and in the general description given, with America or Mexico. It is claimed also, that the Chinese and Japanese, while they are not now great navigators, were more enterprising in this respect in the early years of the Christian era, and that one of the great currents of the Pacific Ocean has frequently caught their heavy ships and drifted them to the Pacific coast. In truth, the theory is rendered extremely plausible by the many facts marshaled in its support. If true, it is the irony of fate that this great Republic reaches out arms of welcome to every other people on the globe except the very ones who discovered it, who for the most part are forbidden entrance to our ports and who, when here, are denied citizenship.

**How's This!**

We offer One Hundred Dollars Reward for any case of Catarrh that cannot be cured by Hall's Catarrh Cure.

F. J. CHENRY & CO., Props., Toledo, O. We, the undersigned, have known F. J. Chenry for the last fifteen years, and believe him perfectly honorable in all business transaction and financially able to carry out any obligation given by their firm.

WEST & TRUXA, Wholesale Druggists, Toledo.

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If you learned that list of words in the June number of the JOURNAL so that you can spell them all; cole-slaw, syzygy, elecampane, &c., you may try this list:

1 catarrh	51 retrieval
2 bazaar	52 embarrass
3 myrrh	53 toughen
4 sturgeon	54 erysipelas
5 legend	55 malady
6 rhythm	56 remedy
7 extraordinary	57 species
8 skein	58 specialty
9 heinous	59 valet
10 intercede	60 massacre
11 supercede	61 Piscataqua
12 deable	62 chivalry
13 indelible	63 weird
14 ignitable	64 laudanum
15 vilify	65 pageant
16 changeable	66 tierce
17 recommend	67 malleable
18 reducible	68 diaphragm
19 noticeable	69 ancestry
20 pendant	70 paralytic
21 pendent	71 machinery
22 luscious	72 dissension
23 illegible	73 descension
24 eligible	74 anonymous
25 recipe	75 synonymous
26 emanant	76 sovereign
27 eminent	77 foreigner
28 imminent	78 diseased
29 immanent	79 deceased
30 grandeur	80 fatigue
31 centuries	81 leisure
32 organization	82 intelligence
33 origination	83 immediately
34 guitar	84 allowed
35 phlegm	85 diæresis
36 singeing	86 colony
37 emigrate	87 enamel
38 immigrate	88 miscellaneous
39 cemetery	89 insatiable
40 seminary	90 apparel
41 gesture	91 guaranty
42 receipt	92 glycerine
43 stereoscope	93 sermon
44 Winnipeseogee	94 fictitious
45 glaciers	95 remembrance
46 restaurant	96 precedence
47 Katahdin	97 omission
48 access	98 breve
49 excess	99 hyphen
50 ruffian	100 colonel

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**CURIOSITY CORNER.****Their Favorite States.**

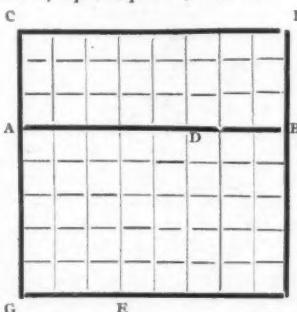
THE egotist's—Me. The Chinaman's—Wash. The doctor's—Ill. The soul's—Mass. The debtor's—O. The farmer's—Mo. The forester's Del. The lover's—Miss. The schoolboy's Conn. The toper's—R. I. The mathematician's—Tenn. The sage's—Ken. Noah's—Ark. The author's—Penn. The miner's—Ore. The ambitious cadet's—Col.

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Hath twenty nails upon each hand;  
Five and twenty on hands and feet,  
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THE words *facetious* and *abstemious* contain all the vowels in alphabetic order.

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How about Alaska? It is said to be full of gold. Do our teachers keep posted up so as to know about it and create now a public sentiment in favor of holding on to it for future use.

THE N. E. A. got some living voices from some of our western educators rather than "echoes," at its late meeting at Asbury Park. It must have startled some of them not a little.

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Write for prices and full particulars. We can save you money.

**Slatington-Bangor Slate Syndicate,**

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"The gospel of efficiency." Do our teachers study this quite enough? Do they practice it? Do they train the pupils to be efficient? Are they weighted with thirty or forty weights so that they cannot be efficient? How easy and cheap foolish criticism is.

Can the lesson be taught and enforced suggested by Mr. Theodore Roosevelt in *The Forum* that "practical politics" are not dirty politics.

**HOME GEOGRAPHY.**

TEACHERS are asked to give their pupils a general knowledge of their own county in the shape of general exercises, at such times as may seem appropriate.

Note the boundaries of the country. Study the make-up of the county by congressional townships. Bound your own township only. Draw your own political township. Do not spend much time drawing other townships.

The following outline will be helpful:

1. How is the county bounded?
2. What is the number and range of your township? What is its political name?
3. What is the number and name of your school district?
4. What village or villages in your political township? What postoffices?
5. What townships do not contain a railroad? A postoffice?
6. What is the area of a school township?
7. What is the area of the county?
8. What is the population by census of 1890? Of your township?
9. What churches in your township?
10. Give dimensions of the county.
11. What river, if any, flows through the county? What natural mounds?
12. What coal mines in the county?
13. Name your nearest railroad.
14. How many railroad lines running into your county seat?
15. When was the county organized?
16. Where is the poor farm? Of what use is it?
17. Why do we have jails? Where is ours? What officer has charge of it?
18. What is a city? A village?
19. Where was your county first settled?

20. From what has coal been formed? Why dig for it? Give its uses.

21. Have we a court house?

22. On what railroads would you pass in going from your postoffice to Chicago? To Indianapolis? To St. Louis? To Denver? To Kansas City? Danville? To your State normals? To your penitentiaries?

23. Who is your school treasurer?

24. Who are your school directors?

25. How can a pupil, who is a resident of one school district, attend school in another?

26. How many days must be actually taught in each district?

27. How many and what grades of teachers' certificates?

28. What is a calendar month?

29. What are the school holidays?

30. Name some article manufactured in this county. What is a manufactory?

31. What Justice of the Peace do you know? How many are there in each township?

32. Name any other township officers known to yourself.

33. Give names of county officers.

34. Where is the geographical center of this State?

35. What parallel passes through this county? Where?

36. How many and what means of income have our schools? Who pays all this money? Count the cost of one year's school in a district.

Let the teacher add such practical questions as may be suggested.

*Position* { Relative  
Lat. and Long.

*Size* { Area  
Length  
Breadth

*Boundary*.

*Surface* { Mountains or Hill.  
Slope of Land.

*Soil* { Kinds.  
Adaptations.

*Climate*—Temperature, ave.

*Productions* { Flora.  
Fauna.  
Mineral.

*Waters* { Rivers.  
Creeks.  
Lakes.

*Townships* { Number.  
Range.  
Names.

*Railroads*.

*Cities*.

*Villages*.

(Draw Map)

**WORD ANALYSIS FOR THE READING CLASS.**

WORD analysis of simple English derivatives should be begun very early with the reading classes, as *er* equals one who, or that which—skat-*er*, skater equals one who skates. The final *e* of skate was dropped "before taking a suffix beginning with a vowel." In the same way teach some of the prefixes, as *un* equals not, etc. One lesson a week of this kind will give a good start in word analysis.

Take but one prefix or suffix at a time, and study a large list of words containing it. Suppose that the prefix *re* is to be studied.

*re* equals again or anew.

Prefix *re* to each of the following words and analyze and define the words formed:

1 act	19 create	37 number
2 admit	20 echo	38 organize
3 animate	21 elect	39 pass
4 appear	22 embark	40 place
5 appoint	23 enact	41 possess
6 assume	24 enforce	42 print
7 bound	25 engage	43 produce
8 call	26 enlist	44 set
9 capture	27 enter	45 ship
10 cast	28 establish	46 sound
11 charge	29 examine	47 take
12 claim	30 form	48 touch
13 coil	31 insure	49 trace
14 collect	32 join	50 unite
15 commit	33 kindle	51 view
16 compose	34 model	52 visit
17 conquer	35 mount	53 write
18 consider	36 new	

As an exercise for busy work let pupils make a list of all words found in their readers to which *re* can be prefixed. This can be done by inspecting the new words at the head of each lesson.

Suppose that a lesson is to be given on the suffix *ful*.

*ful* equals { full of.  
marked by.  
of the nature of.

Annex *ful* to each of the following words and analyze and define the words formed:

1 awe	7 fear	13 pity
2 care	8 fright	14 plenty
3 change	9 hope	15 skill
4 cheer	10 joy	16 spite
5 duty	11 mercy	17 tear
6 fancy	12 mourn	18 woe

Have pupils make a list of words from their readers to which *ful* can be annexed.—*School News*.

**A LESSON ON DAYS.****BY THE AUTHOR OF "PRESTON PAPERS."**

1. What is a day?
2. When does day begin?
3. What is the difference between day and night?
4. Name the parts of day.
5. How many hours in a day? Minutes? Seconds?
6. How many days in a week? Month? Year? In the shortest month? In leap year?

7. Explain the last two questions.
8. What is the longest day in the year? The shortest?
9. Why is there any variation?
10. Name the days of the week and give their origin.
11. When is your birthday?
12. Do you know of any (other) celebrated person who was born on that day in any year?

13. Has any interesting event taken place on that date in any year?
14. How many days have you lived? Hours? Minutes?
15. What proportion of them has been spent in sleep?
16. For what is Christmas Day celebrated? Fourth of July? Thanksgiving Day? New Year's? Arbor Day? Labor Day? Memorial Day? February 22d? April 17? March 17? October 11? May 1? Emancipation Day?

17. When does each occur?
18. What is a solar day? Sidereal? Astronomical?

19. What are dog days?
20. How many days older than you is (or was) your father? Your mother?
21. How many days in three spring months? Summer? Winter? Fall?
22. Why is it not day at the same time everywhere?
23. Where are the longest days and why is this? The shortest?
24. What and when is Candlemas Day? Good Friday? Ash Wednesday?
25. Who wrote, and in what: "What is so rare as a day in June? Then if ever, come perfect days?"
26. Complete the quotation.
27. Outline the poem.
28. The poet's life and work.
29. Name some of his contemporaries in his own country.
30. His most celebrated literary work, aside from the poem from which the quotation was taken.

31. How many days in the present term of school?
32. How many of these have you missed being present? Why?

33. How many more do you expect to be in school? What will you accomplish? Then what will you do?

34. What is a day in court? Day in bank? Day of grace? Of what use is each?

35. What is a day-star? Day book? Day rule? Days man?

36. See Webster as to forms of the word, definitions and illustrations. (*Always consult the "Unabridged" when possible.*) See, also, under "noted names of fiction" (*idem*) "The Dark Day;" "Day of Barricades," "Day of Dupes."

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12 deleble	62 chivalry
13 indelible	63 weird
14 ignitable	64 laudanum
15 vilify	65 pageant
16 changeable	66 tierce
17 recommend	67 malleable
18 reducible	68 diaphragm
19 noticeable	69 ancestry
20 pendant	70 paralytic
21 pendent	71 machinery
22 luscious	72 dissension
23 illegible	73 descension
24 eligible	74 anonymous
25 recipe	75 synonymous
26 emanant	76 sovereign
27 eminent	77 foreigner
28 imminent	78 diseased
29 immanent	79 deceased
30 grandeur	80 fatigue
31 centuries	81 leisure
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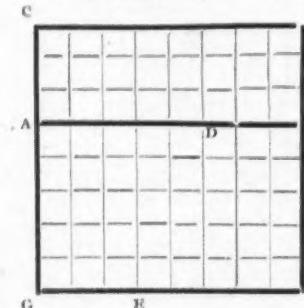
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